

Submittal Page

Principals: Check the box and click “Save Data” when you are ready to Submit.

Section to be Submitted	Due Dates	Check the Box
Data Analysis Tool	Due: February 28, 2018	X
Complete SPSA	Due: May 25, 2018	X

FOR DISTRICT OFFICE USE ONLY	
May 31, 2018 Approval K-12 Ed Services and Office of Elementary/Secondary Education, please check this box and click save data when you are ready to grant full approval.	
K-12 Ed Services	Office of Elementary/Secondary Education
Comments	Comments



2018-2019

School Plan for Student Achievement

For

Los Amigos High School

GGUSD Mission

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

SSC Approved: May 23, 2018

GGUSD Vision

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

Board Approved: July 17, 2018.

**CONTENTS OF THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT
ESEA COMPLIANCE/PLAN COMPLETION
California Education Code (EC) Section 64001**

Check those that apply:

- Not receiving Title I
Complete Sections A-F
- XSchoolwide Title I
Complete Sections A-F
- Targeted Assistance Title I
Complete Sections A-F

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

The following Plan components are addressed in the School Plan for Student Achievement as indicated below:

SECTION A (Sections 1 – 4 will be addressed through the process of data analysis and completion of the Action Plan)

(1) Data Analysis Tool: Comprehensive Needs Assessment

The Data Analysis Tool includes district and site-level data for to support the analysis of school performance and progress. Data is aligned to our District’s Strategic Plan and Local Control Accountability Plan (LCAP).

Data Analysis, Program Analysis, and Needs Assessment, includes data such as the following:

- Academic performance data to determine student needs, State Standardized Assessments
- Adequate Yearly Progress (AYP) performance data for all students and subgroups are used to develop the instructional support program
- California English Language Development Test (CELDT)/ English Language Proficiency Assessment for California (ELPAC) data
- District Benchmark exams
- After school program data
- School climate and safety data, including California Healthy Kids Survey (CHKS)
- Strategic Plan Survey (Student, Staff, and Parent), Parent Needs Assessment
- Input from stakeholders (advisory committees, parents, community, etc.)
- The relationship between professional development and the successful implementation of core programs or interventions
- Evidence of implementation of monitoring activities in SPSA

(2) Data Review: School Plan for Student Achievement Annual Evaluation

The means of evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. Monitoring of SPSA action plan and progress toward goals.

- **Highlight Strengths:** Which data reflected strengths for your school? Which prior year action steps have contributed to these areas of strength?
- **Highlight Areas for Growth:** Which data reflected areas of growth needed for your school? How will these areas for growth be addressed in your action steps and

supported by your school's budgeted expenditures? (*new or refined programs, strategies, activities, etc.*)

- **Other Key Findings:** What does your overall data show regarding progress towards goals?

(3) District Goal Statements

School goals to meet the identified academic needs of students. A plan that is consistent with the LEA Plan, aligned to the GGUSD Strategic Plan and LCAP.

- **Goal 1:** All learners will develop the academic skills necessary for continual individual growth towards mastery of standards.
- **Goal 2:** All learners will develop the personal skills necessary to achieve academic and social goals.
- **Goal 3:** All learners will be prepared for lifelong success in their intended career paths.

(4) Action Steps / Schoolwide Reform Strategies (Planned Improvements in Student Performance)

Activities to reach school goals that improve academic performance of students includes:

- Opportunities for all students to meet proficient and advanced levels of achievement in state standards
- Use of evidence-based instructional methods and strategies that:
 - Strengthen the core academic program in the school
 - Increase the amount and quality of learning time and help provide an enriched and accelerated program
 - Deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during school hours
 - Include strategies for meeting the educational needs of historically underserved populations
 - Addressing the needs of low-achieving students and those at risk of not meeting state academic content standards
 - Provide effective programs for English learners
 - Address how the school will determine if such needs have been met
 - Are consistent with the state plan and LEA plan
- Instruction by highly effective teachers
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract highly effective teachers to high-need schools
- Strategies to increase parental involvement – detailed in Section B
- Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program
- Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of academic content standards
- Coordination and integration of federal, state, and local services and programs
- Start and completion dates for each action or indication of timeline and target dates

SECTION B

School Parental Involvement Policy (SPIP)

- Strategies to increase parental involvement, including providing individual academic assessment results in a language the parents understand and an interpretation of those results
- Submission to the LEA of any parent comments of dissatisfaction of the SPSA or the Parental Involvement Policy.

COMMON PAGES (SECTIONS C THROUGH F)

SECTION C

Centralized Services and Support for Planned Improvement in Student Performance

- Identify direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school

SECTION D

Budget Information

Programs Included In This Plan

- Identify the state and federal categorical programs in which the school participates and, when applicable, allocations to the school

Capital Outlay and Equipment & Site-LCFF Expenditures

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

- Lists positions, funding source, and justification of categorically funded personnel

Budget Planning Tool

- Expenditures of funds allocated to the school through the Consolidated Application
- Coordination and integration of federal, state, and local services and programs
- Proposed expenditures and estimated costs for each action in the plan and funding source

SECTION E

School Site Council and English Learner Advisory Committee

- Establishment of the School Site Council (SSC) & Roster
- Establishment of the English Learner Advisory Committee (ELAC) & Roster

SECTION F

Recommendations and Assurances

- Recommendations and Assurances: Signatures verifying assurances
- Plan Approval Page: Recommendation of the SPSA to the district governing board for review and approval

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the plan cannot be procured.
- School boundaries or demographics suddenly change. An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

PROCEDURES FOR MID-YEAR REVISIONS

- Revise the plan, as needed
- If revising Capital Outlay, use the Capital Outlay Plan Modification Form
- SSC approves revision
- Send modification form and minutes of SSC meeting showing approval of revision to K-12 Educational Services

PROGRAM IMPROVEMENT REQUIREMENTS

The following elements in Title I, Part A, Section 1116, for PI are addressed in the School Plan for Student Achievement as indicated below:

Required PI Plan Elements	Section(s) addressed in Plan
1. Evidence-based Research – Strategies based on scientifically-based research that will strengthen the core academic subjects in school and address the specific academic issues that caused the school to be identified for PI.	Section A (4)
2. Successful Policies and Practices – Adoption of policies and practices concerning the schools core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Section A (4)
3. Professional Development (PD) A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	Section A (4) and D
PD meets requirements for qualifications of teachers and paraprofessionals.	Section A (4)
PD affords increased opportunity for participation.	Section A (4)
PD directly addresses the academic achievement problem that caused the school to be identified for PI.	Section A (4)
4. How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
5. Description of Specific, Annual Measurable Objectives – Developed for each of the student subgroups and in accordance with the state’s measure of AYP.	Section A (1)
6. Shared Responsibility for Improvement – Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	Section A Section C
7. Parent Involvement – Strategies to promote effective parental involvement.	Section B
8. Extended Learning – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (4)
9. Incorporation of a Teacher Mentoring Program – Support for teachers and Induction Program	Section A(4) & C

To be included with SPSA for Title I PI Schools

**STATE DATA TABLES
SECTION A**

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	16	7	8	36	34	41	32	39	36	11	13	8	5	7	7
10	14	13	10	42	41	43	30	29	30	11	11	10	4	5	7
11	25	15	22	38	45	41	26	28	22	7	8	11	4	4	5
12	26	16	25	43	47	43	22	26	20	4	3	7	5	7	5
Total	19	12	15	40	41	42	28	31	28	8	10	9	4	6	6

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	15	7	8	34	32	40	31	38	35	11	12	8	9	11	9
10	13	13	10	39	38	42	28	27	30	12	11	9	8	12	10
11	25	16	20	38	40	38	25	26	22	7	8	10	6	10	10
12	25	16	23	42	44	40	23	25	19	4	3	7	6	13	10
Total	19	12	14	38	38	40	27	30	27	9	9	9	7	11	10

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	371	405	431	359	395	422	351	393	422	96.8	96.8	97.9
All Grades	371	405	431	359	395	422	351	393	422	96.8	96.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2596.2	2606.1	2602.0	18	22	22.27	38	41	38.63	27	22	24.64	15	14	14.45
All Grades	N/A	N/A	N/A	18	22	22.27	38	41	38.63	27	22	24.64	15	14	14.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	23	25	30.57	58	55	48.34	20	20	21.09
All Grades	23	25	30.57	58	55	48.34	20	20	21.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	34	31.99	52	49	48.58	17	17	19.43
All Grades	31	34	31.99	52	49	48.58	17	17	19.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	15	21	22.04	68	65	62.56	18	15	15.40
All Grades	15	21	22.04	68	65	62.56	18	15	15.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	41	35.07	55	50	51.18	9	9	13.74
All Grades	36	41	35.07	55	50	51.18	9	9	13.74

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	371	405	431	363	399	425	356	398	425	97.8	98	98.6
All Grades	371	405	431	363	399	425	356	398	425	97.8	98	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2572.7	2560.8	2558.3	7	5	5.88	18	22	21.88	39	34	31.53	34	40	40.71
All Grades	N/A	N/A	N/A	7	5	5.88	18	22	21.88	39	34	31.53	34	40	40.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	14	18.35	46	37	35.76	42	49	45.88
All Grades	13	14	18.35	46	37	35.76	42	49	45.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	9	8.00	59	59	48.00	28	33	44.00
All Grades	13	9	8.00	59	59	48.00	28	33	44.00

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	9	9.41	70	64	61.88	20	27	28.71
All Grades	11	9	9.41	70	64	61.88	20	27	28.71

District and School Overview

The data contained in this Data Analysis Tool have been compiled using a range of various sources:
 California Department of Education’s DataQuest files, Aeries, GGUSD Strategic Plan surveys, California State University’s Early Assessment Program files,
 College Board Integrated Summary Reports, and National Student Clearinghouse’s Student Tracker program.

		DISTRICT						SCHOOL					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrollment	Overall	47,599	46,936	46,177	45,252	44,223	43,163	1,900	1,800	1,787	1,816	1,820	1812
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	DataQuest Enrollment Data (for school level, by grade)					
	Intermediate	7,512	7,506	7,113	7,157	7,050	6,906						
	High School	15,143	14,881	14,810	14,535	14,369	14,244						
Ethnicity	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	79.4%	80.9%	81.4%	80.6%	80.2%	79.58%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	3%	0.1%	0.1%	%	%	0.06%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	15.3%	13.8%	14.2%	15.3%	16.2%	17.11%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	0.2%	0.3%	0.4%	0.3%	0.3%	0.33%
	Filipino	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	1.0%	0.7%	0.5%	0.6%	0.6%	0.66%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	0.8%	0.6%	0.4%	0.5%	0.6%	0.22%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	3.1%	3.4%	3.0%	2.4%	1.8%	1.77%
Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	0.1%	0.1%	0.1%	0.1%	0.1%	0.3%	0.22%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	34%	36%	36%	37%	36.4%	38.0%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		86.8%	91.5%	89.6%	82.2%	81.6%	83.5%



DATA ANALYSIS TOOL

* Metrics that are required pursuant to Education Code sections 52060 and 62066 for the Local Control and Accountability Plan (LCAP) are marked with an asterisk (*).

Goal One | ACADEMIC SKILLS

ALL LEARNERS WILL DEVELOP THE ACADEMIC SKILLS NECESSARY FOR CONTINUAL INDIVIDUAL GROWTH TOWARDS MASTERY OF STANDARDS.

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.						
DATA TO INFORM PROGRESS TOWARDS GOAL <small>(Those marked with an asterisk (*) are required by LCAP regulations)</small>		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
State standardized assessments* (See State Data Tables for additional details and disaggregated reports)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 49% ES (6) 49% IS (8) 54% HS (11) 62%	Overall 55% ES (6) 56% IS (8) 58% HS (11) 66%	Overall 58% ES (6) 59% IS (8) 59% HS (11) 67%	57%	63%	60.90%
	Percent of students met or exceeded standards in Math	improve	Overall 39% ES (6) 40% IS (8) 43% HS (11) 35%	Overall 45% ES (6) 49% IS (8) 49% HS (11) 39%	Overall 47% ES (6) 47% IS (8) 49% HS (11) 42%	26%	27%	27.76%
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 43% ES 26% IS 62% HS 60%	Overall 39% ES 23% IS 61% HS 64%	Overall 56% ES 53% IS 60% HS 59%	55%	51.4%	47.6%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 40% ES 40% IS 46% HS 38%	Overall 38% ES 40% IS 33% HS 33%	Overall 52% ES 57% IS 60% HS 43%	22%	17.7%	40.2%
Grades/Report Cards	The average GPA for all students ①	maintain/ improve	IS 2.94 HS 2.74	IS 2.95 HS 2.80	IS 2.95 HS 2.80	2.49	2.49	2.62
	D/F Rate ① (All courses, Spring Semester 2015)	Ds	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	13.4%	11.52%	10.92%
		Fs	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	10.3%	12.4%	9.23%
Other Data								

① Elementary Schools: Starting with 2016-17, the "School Data" shown in the table represents students in secondary schools who formerly attended your school in sixth grade.

SCHOOL GOAL 1B: ACADEMIC ENGLISH		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
State Standardized Assessments (English learner (EL) subgroup)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 17% ES (6) 18% IS (8) 14% HS (11) 15%	Overall 20% ES (6) 25% IS (8) 15% HS (11) 19%	Overall 20% ES (6) 23% IS (8) 16% HS (11) 21%	15%	22%	16.38%
	Percent of students met or exceeded standards in Math	improve	Overall 16% ES (6) 14% IS (8) 14% HS (11) 10%	Overall 21% ES (6) 21% IS (8) 17% HS (11) 8%	Overall 18% ES (6) 16% IS (8) 15% HS (11) 14%	8%	8%	12.71%
CELDT and AMAOs* (See State Data Tables for additional details and disaggregated reports)	CELDT Criterion For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.	improve	45%	48%	50%	65.6%	56.5%	51%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	15/2.3%	26/4.0%	39/5.8%
District Assessments (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 15% ES 10% IS 28% HS 25%	Overall 13% ES 8% IS 28% HS 24%	Overall 22% ES 23% IS 25% HS 20%	27%	17.0%	19.7%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 27% ES 30% IS 19% HS 21%	Overall 27% ES 30% IS 12% HS 22%	Overall 43% ES 51% IS 33% HS 28%	13%	12.5%	26.4%
Grades/Report Cards (EL subgroup)	The average GPA for English Learners ⓘ	improve	IS 2.47 HS 2.18	IS 2.48 HS 2.25	IS 2.52 HS 2.29	2.04	2.06	2.29

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
D/F Rate for English Learners ① (All courses, Spring Semester 2015)	Ds	improve	IS 13.37% HS 15.03%	IS 12.79% HS 14.5%	IS 12.19% HS 14.46%	15.8%	15.49%	14.87%
	Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	16.6%	15.4%	13.58%
Other Data								

① Elementary Schools: Starting with 2016-17, the “School Data” shown in the table represents students in secondary schools who formerly attended your school in sixth grade.

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Self-Management/Self-Regulation	≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	3.01/83%	3.70/89.56%	3.68/89.61%
	Scholarly Habits	≥ 3.0	ES 3.16/83% IS 2.90/73% HS 2.79/69%	ES 3.78/92% IS 3.72/89% HS 3.58/87%	ES 4.08/93% IS 3.75/89% HS 3.62/88%	2.81/69%	3.58/86.91%	3.59/88.30%
Work Habits	Work Habits	≥ 3.0	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	2.92	2.95	2.98
Other Data								

① Elementary Schools: Starting with 2016-17, the “School Data” shown in the table represents students in secondary schools who formerly attended your school in sixth grade.
NOTE: Beginning with 2015-16, there was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.

GOAL 1 Data Review

As you review your Goal 1 data, consider your school's performance relative to the districtwide averages and previous year performance. These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	<p>When we provide effective interventions, with a focus on student mastery of the content, we see an increase in math and ELA scores. We routinely refine and increase AP course offerings based upon student interest and achievement data.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>The following action steps contributed to the strengths mentioned above. Please see: Goal 1A: 1b, 1c, 2, 2a, 2b, 2c, 2d, 2f, 2g, 2h, 2j, 3, 3a, 3b, 3c, 3d, 4, 4a, 4b, 5, 5a, 6, 6a, 6b, 6c.</p>
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	<p>Language used during classroom instruction should be more closely aligned with the language used on CAASPP exams to support student performance. Although our ELA scores decreased, we are still in competitive range. We need to increase our AP pass rate.</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>We will continue the following: Goal 1A: 1b, 1c, 2, 2a, 2b, 2c, 2d, 2f, 2g, 2h, 2j, 3, 3a, 3b, 3c, 3d, 4, 4a, 4b, 5, 5a, 6, 6a, 6b, 6c.</p>
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	<p>As we are becoming more deliberate with analyzing student data and reflecting as a team regarding student data, we will become more reflective with adjusting our lessons and assessments. Although we did not have data on areas for strength and growth for ELLs, we will continue to implement the following action steps: Goal 1B: 1a-c, 2, 3. As we continue to work towards school-wide AVID/WICOR strategies, we will continue with the following action steps: Goal 1C: 1a-d, 2, 3a-b.</p>

Goal Two | PERSONAL SKILLS

ALL LEARNERS WILL DEVELOP THE PERSONAL SKILLS NECESSARY TO ACHIEVE ACADEMIC AND SOCIAL GOALS.

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.									
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
Attendance Rates*	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	96.08%	96.44%	96.08%	95.93%
	Chronic Absenteeism Rate	CDE/Dashboard Method: For students enrolled at least 30 days, absent 10% or more on days of expected attendance at that school	Improve	N/A	N/A	N/A	7.4%	N/A	N/A	N/A	10.50%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance		5.0%	7.0%	6.0%	N/A	13.00%	10.00%	12.00%	N/A
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	60.66%	57.94%	57.92%	N/A
Dropout Rates*	Middle School Dropout Rate (dropouts/enrollment) District Data Only	Grade 7	Improve	17/3645 0.5%	38/3794 1.0%	18/3646 0.5%	N/A	N/A	N/A	N/A	N/A
		Grade 8	Improve	11/3718 0.3%	16/3861 0.4%	6/3511 0.2%	N/A	N/A	N/A	N/A	N/A
	High School Dropout Rate	Cohorts dropout rate	Improve	9.1%	8.0%	6.2%	N/A	10.70%	12.00%	10.60%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	3.30%	2.70%	2.30%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	87.10%	85.90%	87.00%	N/A
Work Habits	Work Habits		≥ 3.0	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	2.84	2.92	2.95	2.98

SCHOOL GOAL 2A: MOTIVATION	Students will demonstrate continued growth in their attitude towards learning.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
Citizenship Grades	Citizenship	≥ 3.0	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.17	3.19	3.24	3.25
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Growth Mindset	≥ 3.0	N/A	ES 3.17/78% IS 3.07/77% HS 2.94/73%	ES 3.84/82% IS 3.82/85% HS 3.58/83%	ES 3.67/84% IS 3.77/83% HS 3.63/76%	N/A	2.97/75%	3.58/81.35%	3.96/83.61%
	Self-Efficacy	≥ 3.0	N/A	ES 3.37/91% IS 3.21/88% HS 3.09/84%	ES 4.34/96% IS 3.82/96% HS 3.87/95%	ES 4.38/96% IS 4.13/96% HS 3.93/94%	N/A	3.12/85%	3.96/95.33%	3.95/95.63%
	Expectations	≥ 3.0		ES 3.40/91% IS 3.20/89% HS 3.11/88%	ES 4.36/97% IS 4.09/96% HS 3.94/95%	ES 4.41/97% IS 4.10/96% HS 3.96/95%	N/A	3.12/85%	3.89/94.59%	3.85/93.25%
Other Data										

① Elementary Schools: Starting with 2016-17, the “School Data” shown in the table represents students in secondary schools who formerly attended your school in sixth grade.
NOTE: Beginning with 2015-16, there was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to	Social Awareness	≥ 3.0	ES 3.09/83% IS 2.92/77% HS 2.98/81%	ES 4.06/80% IS 3.98/75% HS 3.96/74%	ES 4.11/94% IS 4.01/94% HS 4.01/94%	3.09/86%	3.93/92.33%	3.98/93.37%
	Emotional Care	≥ 3.0	ES 3.02/74% IS 2.98/77% HS 3.00/80%	ES 3.96/73% IS 3.82/63% HS 3.81/64%	ES 4.00/88% IS 3.84/90% HS 3.83/92%	2.93/78%	3.72/88.29%	3.70/88.73%
	Sense of Belonging & School Connectedness	≥ 3.0	ES 3.29/84% IS 3.00/80% HS 2.87/76%	ES 4.19/81% IS 3.84/65% HS 3.68/56%	ES 4.18/93% IS 3.81/90% HS 3.67/88%	2.97/79%	3.59/86.58%	3.57/86.65%

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING		Students will demonstrate continued growth in their attitude towards themselves and others.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
"Two-Year Report" for review of individual items.								
Citizenship	Citizenship	≥ 3.0	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.19	3.24	3.25
Other Data								

① Elementary Schools: Starting with 2016-17, the "School Data" shown in the table represents students in secondary schools who formerly attended your school in sixth grade.
NOTE: Beginning with 2015-16, there was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.							
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
Annual Survey (Grades 3-12)* (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.	Climate of support for academic learning	≥ 3.0	ES 3.39/90% IS 3.13/86% HS 3.02/83%	ES 4.24/95% IS 4.06/96% HS 3.85/94%	ES 4.27/95% IS 4.08/96% HS 3.93/95%	2.87/76%	3.82/93.56%	3.86/94.72%	
	Discipline & Norms	≥ 3.0	ES 2.77/63% IS 2.71/64% HS 2.65/62%	ES 3.60/82% IS 3.50/84% HS 3.38/82%	ES 3.60/82% IS 3.52/84% HS 3.43/83%	2.99/82%	3.23/77.49%	3.28/79.73%	
	Safety	Feeling safe at school	≥ 3.0	ES 3.45/91% IS 3.00/80% HS 2.91/79%	ES 4.04/90% IS 3.74/90% HS 3.60/89%	ES 4.05/91% IS 3.69/89% HS 3.56/88%	2.90/79%	3.41/84.26%	3.37/84.29%
		Bullying	≥ 3.0	ES 2.93/73% IS 2.74/66% HS 2.94/77%	ES 3.30/68% IS 3.83/86% HS 3.90/89%	ES 3.09/62% IS 3.75/84% HS 3.87/89%	2.84/72%	2.47/82.34%	3.60/85.44%
	Facilities Maintenance	Clean	≥ 3.0	ES 2.79/68% IS 2.64/62% HS 2.52/57%	ES 3.29/76% IS 3.22/79% HS 3.00/71%	ES 3.32/77% IS 3.28/80% HS 3.06/73%	2.63/64%	3.01/72.95%	3.01/73.92%
Well-maintained		≥ 3.0	ES 3.17/85% IS 2.88/76% HS 2.67/66%	ES 3.31/79% IS 3.35/84% HS 3.12/75%	ES 3.38/80% IS 3.43/86% HS 3.03/72%	2.80/74%	3.02/73.02%	3.04/73.03%	

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspension rates*	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	5.85	5.41	4.7
Expulsion rates*	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs: The school has representative(s) that regularly attends: X Parent Task Force X District English Learner Advisory Committee	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. Parents can be involved in school in the following ways: SSC, ELAC Parent Education Classes, Parent Nights (BTSN, Open House, College Information Night, Financial Aid Night, etc.). Information is available via the school's website, School Messengers, personal phone calls, mailers and backpack letters.						
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.23	4.10	3.77
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.22	4.17	3.77
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.26	4.00	3.96
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.01	3.74	3.62
Focus groups/Interviews & Other data								

* In 2015-16, if the score is followed by an asterisk, there were fewer than 10 respondents.

NOTE: There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.

GOAL 2 Data Review

As you review your Goal 2 data, consider your school's performance relative to the districtwide averages and previous year performance. These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	<p>As a result of our data in this area, LAHS will fully implement the PBIS model, with a specific focus on Restorative Practices and PAWS. Students report that they feel safe at school and that bullying is not a problem on campus. Ninety-three percent of students who responded to the survey are involved in sports, clubs, electives and other activities after school, such as Boys and Girls Club. Students also report that they are happy to be at LAHS and that they are proud of their school. Students report that adults treat them respectfully, provide them support, encourage them to work hard towards college or a career, with a focus on academic success.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>The following action steps contributed to the strengths mentioned above. Please see: 2A: 1a, 1c, 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b. 2B: 1a, 1b, 1c, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3b, 3c, 3d, 3e, 4a, 4b. 2C: 1a, 1c, 1d, 2a, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 5a, 5b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d, 7e, 7f, 7g.</p>
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	<p>Moving forward, LAHS will focus on fully implementing the PBIS model.</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>We will continue the following: 2A: 1c, 1e, 1j, 2d, 2e, 4b. 2B: 3b, 3c, 3d. 2C: 2a, 6a.</p>
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	<p>Students report that the school does well with handling discipline and behavior problem and that the majority feel safe at school. We feel that the majority of the students at LAHS have a connection to school outside of the classroom and have at least one trusted adult on campus. Our counseling staff, including guidance counselors, school psychologist, school social worker and counseling interns, provide necessary emotional and academic supports.</p>

Goal Three | LIFELONG SUCCESS

ALL LEARNERS WILL BE PREPARED FOR LIFELONG SUCCESS IN THEIR INTENDED CAREER PATHS.

SCHOOL GOAL 3A:		District-wide data that are predictive of success after high school will improve annually.										
COLLEGE/CAREER READINESS												
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL					
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17		
a-g Rates*	a-g Rate (Students attending all 4 years in GGUSD)	Maintain/ Improve	61.1%	62.3%	55.0%	N/A	59.7%	54%	55%			
	a-g Rate (DataQuest)	Maintain/ Improve	54.4%	53.8%	51.6%	N/A	50.00%	47.20%	45.50%	N/A		
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	19%	18%	22%	22.0%	
		Math	Maintain/ Improve	11%	12%	15%	17%	4%	7%	5%	6.0%	
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	14%	38%	41%	39.0%	
		Math	Maintain/ Improve	39%	23%	24%	26%	38%	18%	22%	21.0%	
PSAT/SAT/ACT Exams	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	Maintain/ Improve	870	880	893	N/A	830	820	831	831	
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	36%	35%	415	415	
		Writing	Maintain/ Improve	38.2	37.7			35%	34%			
		Math	Maintain/ Improve	40.2	40.7	449	N/A	37%	37%	416	416	
	Average SAT Scores (New SAT)	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076					990
		Critical	≥ 480	477	478	475	537	441	436	436	502	

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL					
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17		
2016-17)	Reading										
	Writing	478	478	473		452	441	441			
	Math	≥ 530	508	506	497	539	456	455	455	488	
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	19%	18%	18%	18.0
		English	≥ 20	20	20	21	N/A	17%	17%	17%	17.0
		Math	≥ 20	22	22	23	N/A	16%	19%	19%	19.0
		Science	≥ 20	21	21	21	N/A	562	18%	18%	19.0
Advanced Placement (AP) * K-8 Schools: Rates reflect your feeder high school.	AP Enrollment Rates* (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	3514 23.6%	3493 23.6%	3885 27.7%	4120 29.5%	17%	16%	22%	19.18%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	16%	15%	21%	19.40%	
	Total AP Exams	N/A	6339	6160	7009	7471	562	499	702	681	
	AP Pass Rate* (exam scores 3, 4, 5)	maintain or improve	61.1%	61.4%	62.6%	64.19%	53%	51%	46.01%	48.75%	
Other Data											

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS	College and career entrance and completion rates will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
College Enrollment Rates (Fall enrollment)	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	66%	62%	64%	72%

SCHOOL GOAL 3B:

College and career entrance and completion rates will improve annually.

COLLEGE/CAREER SUCCESS

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
immediately after High School) K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	30%	30%	29%	30%	21%	21%	25%	22%
	At 2-Year College or University	41%	42%	42%	44%	44%	41%	39%	50%
Persistence Rate (Freshman to Sophomore Persistence) K-8 Schools: Rates reflect your feeder high school.	Overall	89% (2012)	88% (2013)	89% (2014)	89%	84%	84%	84%	84%
	At 4-Year College or University	98% (2012)	97% (2013)	96% (2014)	97%	96%	96%	93%	94%
	At 2-Year College or University	83% (2012)	83% (2013)	85% (2014)	85%	79%	77%	80%	80%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	N/A	84%	83%	82%	N/A	0.81	86.32%	82.84%
	2-Year	N/A	6%	7%	7%	N/A	0.0402	7.51%	7.84%
CTE Pathways		137	140	244	333			15	44
Industry Certification		N/A	N/A	N/A	664				101
Articulation		447	478	496	1072			94	216
Internship/Work-Based Learning experience		N/A	N/A	N/A	12				2
Alumni Groups: Surveys & Focus Groups									
Other Data Note: Student tracker data not yet available									

GOAL 3 Data Review

As you review your Goal 3 data, consider your school's performance relative to the districtwide averages and previous year performance. These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	<p>We have a college-going and career-readiness culture. During College Application Day all eligible students apply for either a 4-year or 2-year college. We currently have the following career pathways: Medical, Engineering, Auto Tech, Culinary Arts and Digital Media.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>The following action steps contributed to the strengths mentioned above. Please see: Goal 3A: 1a-g, 2, 2a, 3, 3a, 4, 4a-e, 5, 5a-b. Goal 3B: 1, 2, 2a-e, 3.</p>
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	<p>Although consistently our A-G rate is above 50%, it needs to be increased. Student EAP scores need to improve to ensure that students are ready for 4-year universities.</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>We will continue the following: Goal 3A: 1a-g, 2, 2a, 3, 3a, 4, 4a-e, 5, 5a-b. Goal 3B: 1, 2, 2a-e, 3.</p>
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans. The school must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

Section	Annual Evaluation Summary Description Use the guiding questions above and provide a summary response for each area of evaluation.
Plan Priorities	Our plan priority is to provide substantial Professional Development to continue to support our LTEL students so that they can redesignate as fluent English speakers. Our second priority is to provide ample PLC time so that teachers can analyze data and reflect on best practices to lower the D-F rate. Our expenditures support release time (substitute teachers) and conference fees. Our third plan priority is to support the implementation of school-wide AVID. Our expenditures support tutor salaries, extended day learning opportunities and conference fees.
Plan Implementation	We have successfully implemented a technology program that has provided all students will technology in the classrooms. Research, assessments and project-based learning are all possible now without leaving the classroom. PLCs continue to operate successfully and teachers continue to improve their alignment in pacing and grading with each other. Due to funding issues, PBIS has not been fully implemented. This issue has now been resolved and students will begin seeing implementation in the 2018-19 school year.
Strategies and Activities	The incorporation of WICOR strategies school wide has further supported students academically. With quarterly AVID site team meetings, the faithful implementation of WICOR strategies improved the D/F rate, as noted in AVID classroom data. We need to continue to increase the rigor with which we implement academic discourse through quality questioning. Further, we also need to incorporate school wide CM strategies more faithfully, to ensure EL and LTEL students can achieve mastery of written and oral language expression.
Involvement/ Governance	Our SSC and ELAC met throughout the year to review data and give input towards the school plan. The SSC was integral in crafting our data analysis statements and in giving input into our annual evaluation summary. The ELAC advised the SSC on matters of policy, especially regarding the SPIP. As this is a WASC preparation year, this plan was reviewed and modified throughout the year by our WASC Fucus Groups. In the future we will aim to maintain this frequency in reviewing and updating our plan.
Outcomes	For Goals One and Three, we are constantly improving, as evidenced through the reduced D/F rates in the AVID program, increased A-G rate by 10 percent and an increase in our AP pass rate. For Goal Two we struggle with tardy rates and providing avenues for student to decompress when feeling overwhelmed. Thus, the PBIS program has not been faithfully implemented. We have, however, decreased the number of CAT team calls due to the support of the social worker team (on campus five days a week), a psychologist on campus five days a week, and an additional mental health counselor two days a week. Next year we will also re-implement Challenge Day, which will help reinvigorate our efforts at supporting students' mental health.

NAMI on campus has also brought another avenue for students to receive support.

California Education Code Section 64001(g): Form G

Section A: Planned Improvements in Student Performance

Goal One | ACADEMIC SKILLS

ALL LEARNERS WILL DEVELOP THE ACADEMIC SKILLS NECESSARY FOR CONTINUAL INDIVIDUAL GROWTH TOWARDS MASTERY OF STANDARDS.

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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LAHS students will show literacy competence on State Standards. Every student will have equal opportunity for highly rigorous classrooms and curriculum. LAHS will continue to increase a-g completion rates, with goal to be between 55% and 60%.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Effective Instruction and CA State Standards: Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration.	2018-19 Academic year ongoing.	Teachers, Administration and academic departments		200	57
1a	The Action Plan will be reviewed and revised annually, based on the analysis of student performance and observable data gathered from observations and discussion.	2018-19 Academic year ongoing.	Teachers, Administration, SSC Members, ELAC			
1b	Teachers will receive on-going training on integration of technology into classroom instruction. Through the district, school site, and their site technology coordinators, teachers will receive support about how to enhance instruction, and how to utilize software to support the creation of common assessments, data collection, and analysis.	2018-19 Academic year ongoing.	Administration, teachers, Tech Assistant, SSC, District			

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					2018-19 TITLE I	2018-19 SITE-LCFF
1c	Professional Development: The Instructional Leadership Team will continue to develop professional development in Professional Learning Communities, which assists campus leaders in inspiring their students to continue leading their own lives. PLCs build leadership capacity to assist in guiding departments, course-alike teams, and PLC groups	2018-19 Academic year ongoing.	Administration, Leadership Team, Teachers			
2	Professional Development: Maintain a strong program of professional development to support instruction leading to increased student achievement. Provide targeted support to teachers in best instructional practices to support all students, including targeted populations (educationally disadvantaged youth).	2018-19 Academic year ongoing.	Administration, Leadership Team			
2a	Los Amigos Faculty will continue regularly schedules collaboration. Collaboration will be focused on developing Professional Learning Communities (PLCs) in order to create common assessments, and apply instructional strategies based on shared data analysis. PLCs will develop leadership capacity through the use of district training and peer coaching.	2018-19 Academic year ongoing.	Administration, Teachers, District	Guest speakers, Conference, Substitutes	15,051	
2b	ILT/Leadership team will continue the process of building Professional Learning Communities. ILT members will make up the leadership team to promote PLC development.	2018-19 Academic year ongoing.	Administration, Leadership Team	Books	4,000	

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					2018-19 TITLE I	2018-19 SITE-LCFF
2c	Instructional Walks, Classroom Rounds, Demo Days, allows participating teachers to gather data that will help lesson design and collaboration with their peers.	2018-19 Academic year ongoing.	Administration, Leadership Team, Teachers			
2d	Special Education students will be enrolled in general education inclusion class and /or in co-taught, general education classes, as specified in their IEP's.	2018-19 Academic year ongoing.	Administration, Case Carriers, Counselors, Teachers			
2e	Special Education students on track with a-g requirements, will be assigned to Resource Center when appropriate, to have an opportunity to receive support in their general education courses.	2018-19 Academic year ongoing.	Administration, Case Carriers, Counselors, Teachers			
2f	Assigned teachers will receive training in Resource Center curriculum to support students as specified in their IEPs.	2018-19 Academic year ongoing.	Administration, Teachers	Special Education Resource training		
2g	District and LAHS will provide instructional aides to support student achievement for Special Education Students and EL students and provide training and guidance.	2018-19 Academic year ongoing.	Administration, District	Instructional Aides		
2h	All teachers will be trained in Constructing Meaning to learn specific strategies to support English Learners.	2018-19 Academic year ongoing.	Administration, Leadership Team, Department Chairs, Teachers	Substitutes	1,500	
2i	LAHS will provide professional development for teachers supporting students with IEPs, in general education courses. Including students who are enrolled in MS courses and are being mainstreamed into general education	2018-19 Academic year ongoing.	Administration, District, Counselors, Case Carriers, Teachers	Training, Substitutes	5,000	

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					2018-19 TITLE I	2018-19 SITE-LCFF
	courses.					
2j	Provide professional development and support in implementing researched based instructional and differentiation strategies.	2018-19 Academic year ongoing.	Administration, District, Leadership Team		10,000	
3	Extended Learning/Tutoring: Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].	2018-19 Academic year ongoing.	Administration, Teachers, Counselors	Teacher Pay/ Student Materials/ Technology	58,532	
3a	Program Title or Focus: Accelerated Learning Brief Description: Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses using technology such as Albert IO Estimated # students served: 1,000	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	Staffing: Ap Honor Teachers Materials/Supplies: Chromebooks/ Albert IO License	7,000	
3b	Program Title or Focus: Extended Learning	2018-19 Academic year ongoing.	Administration, Department	Staffing: Teachers	9,600	

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					2018-19 TITLE I	2018-19 SITE-LCFF
	<p>Brief Description: The 4 core courses, Math, Science, English and History, will provide regular tutoring for students who need extra support to fully understand and master material such as technology (ixl) and student monitoring software (HM Reading Inventory)</p> <p>Estimated # students served: 1,600</p>		Chairs, Teachers	<p>Materials/Supplies: Chromebooks/IXL</p> <p>Per diem teacher pay</p>		
3c	<p>Program Title or Focus: Credit Recovery Extended Learning</p> <p>Brief Description: Credit Recovery will be offered to students to replace F's and D's on their transcripts. The course offered will be driven by student need. Two types of credit recovery instruction will be offered. The first: Seat time classes after school twice a week primarily for students replacing F's. The second APEX, an online, self paced program where students will report twice a week for two hours per session, with the ability to access their work online from home. APEX will primarily be for students validating D's.</p> <p>Estimated # students served:</p>	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	<p>Staffing: Teachers</p> <p>Materials/Supplies: Chromebooks/ Textbook/ Student Supplies</p> <p>Per diem teacher pay</p>	10,000	

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					2018-19 TITLE I	2018-19 SITE-LCFF
500						
3d	<p>Program Title or Focus: Tutoring</p> <p>Brief Description: After school library hours will support students by providing a quiet place to do homework, study and utilize access to the internet. After school library time will run 4 days a week, for 2 hours.</p> <p>Estimated # students served: 1,000</p>	2018-19 Academic year ongoing.	Administration, Teachers	<p>Staffing: Teachers</p> <p>Materials/Supplies: Computers/Student Materials</p> <p>Per diem teacher pay</p>	10,000	
3e	<p>Program Title or Focus: Summer Bridge</p> <p>Brief Description: To enhance and enrich learning before school begins.</p> <p>Estimated # students served: 500</p>		Administration, Teachers	<p>Staffing: Teachers</p> <p>Materials/Supplies: Chromebooks/ Student Materials</p>	10,000	
4	<p>Materials/Supplies: Support instruction with supply purchases and resources for classroom needs in all</p>	2018-19 Academic year ongoing.	Administration, Teachers, Department Leads	School Supplies	344775.16	168307

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					2018-19 TITLE I	2018-19 SITE-LCFF
	content areas. (Site-LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth).)					
4a	School Supplies will be provided for students who do not have the ability to purchase them on their own.	2018-19 Academic year ongoing.	Administration, SCC ,ELAC	School Supplies		
4b	Academic departments will receive an allotment of funds for teachers to purchase materials to enhance their instruction and student engagement.	2018-19 Academic year ongoing.	Teachers, Administration, Department Chairs	Department fund allocations		
5	Instructional Support for Students: Provide instructional support personnel to support student needs and student achievement in the classroom, particularly for increased/improved services to targeted populations (educationally disadvantaged youth).	2018-19 Academic year ongoing.	Administration, Case Carriers, Counselors, Teachers	3% Contingency set-aside (TI)	13,385	
5a	Assigned teachers will receive training in Resource Center curriculum to support RSP as specified in their IEPs.	2018-19 Academic year ongoing.	Administration			
6	Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction.	2018-19 Academic year ongoing.	Teachers, Administration, Counselors, ILT, District	Testing Clerk, Technology, Software		14977
6a	Benchmarks will be provided by the District office of Instruction. Teachers will administer and analyze data with PLC's.	2018-19 Academic year ongoing.	Administration, Teachers, Department Chairs, Testing			

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					2018-19 TITLE I	2018-19 SITE-LCFF
			Clerk			
6b	In accordance with new state standards, the Smarter Balanced Assessment Consortium test will be administered	2018-19 Academic year ongoing.	Administration, Counselors, Teachers			
6c	As an outcome of PLC work, departments will create common assessments to better evaluate effective instruction and student mastery.	2018-19 Academic year ongoing.	Administration, Department Chairs, Teachers			
7	Coordinated Services: Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs	2018-19 Academic year ongoing.	Administration, Department Chairs, Teachers			
TOTAL BUDGET PLANNING					452,443.16	183,341

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Support for English Learners (EL) - English Language Development: Provide English Learners with an English language development program designed to meet their instructional needs. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	EL Achieve, Teacher and Student Materials		51,699

SCHOOL GOAL 1B: ACADEMIC ENGLISH		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the Board Approved Plan to support English Learners and the preservation of heritage language.					
1a	ELD teachers will be trained in Systematic ELD to be better implement the ELD curriculum.	2018-19 Academic year ongoing.	Administration, Teachers, District			
1b	All LAHS teachers will be trained in Constructing Meaning strategies to support academic language with EL students.	2018-19 Academic year ongoing.	Administration, Teachers			
1c	LAHS teachers will integrate Constructing Meaning strategies in all content areas, to better serve students.	2018-19 Academic year ongoing.	Administration, Teachers,			
2	Support for Reclassified English Proficient Students Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.	2018-19 Academic year ongoing.	Administration, Teachers,			
3	Writing Strategies: Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.	2018-19 Academic year ongoing.	Administration, District, Teachers			
				TOTAL BUDGET PLANNING		51,699

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Self-Regulatory Programs: Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	Training, Materials, printing, Training, AVID Summer Institute, Daily Planner for every student, Community Liasons	103,660	
1a	Grade level counselors will meet with students each year beginning 9th grade, to create a 4-year plan for academic progress. The 4-year plan will be the guiding force by which students will reach successful completion of high school graduation requirements and a-g requirements.	2018-19 Academic year ongoing.	Counselors, Administration			
1b	Students in AVID will be monitored and given self regulatory skills to assist in their successful completion of graduation and a-g requirements	2018-19 Academic year ongoing.	AVID Teachers, Administrators,			
1c	Students will be provided with a daily planner. Teachers will utilize the tools in daily planners to help students organize study time, and completion of assignments.	2018-19 Academic year ongoing.	Administration, Teachers			
1d	Community liaisons will facilitate parent information nights, to instruct parents use of Parent Portal.	2018-19 Academic year ongoing.	Administration, Community Liasons			
2	Technology: Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the District Technology Plan.	2018-19 Academic year ongoing.	Administration, Teachers, Technology Lead, Site Tech	Computers and Software		72,046
3	Library Media Center: Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff. Enrich the library program through the purchase of	2018-19 Academic year ongoing.	Administration, Teachers			

SCHOOL GOAL 1C: SCHOLARLY HABITS		Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	supplemental materials and supplies.					
3a	Los Amigos will provide students 2 hours Monday-Thursday, with library access to study, utilize internet, create and print assignments and meet in small groups to complete projects. A teacher will be assigned to the library to monitor and give assistance as needed.	2018-19 Academic year ongoing.	Administration, Teachers			
3b	In order to provide the highest quality, the library/media center will continually upgrade software and hardware as needed.	2018-19 Academic year ongoing.	Administration			
				TOTAL BUDGET PLANNING	103,660	72,046

Goal Two | PERSONAL SKILLS

ALL LEARNERS WILL DEVELOP THE PERSONAL SKILLS NECESSARY TO ACHIEVE ACADEMIC AND SOCIAL GOALS.

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Practices that Build Motivation: Encourage a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals. Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.	2018-19 Academic year ongoing.	Administration, Teachers, Counselors and Staff	Books, training		
1a	All teachers will have high expectation for students in the areas of: Work Habits, Behavior, Study Skills, and Effort. Teachers will model and teach these expectations.	2018-19 Academic year ongoing.	Teachers, Administrators, Counselors, Staff	Training, Substitute Teachers		
1b	LAHS will create an environment wherein incoming students feel welcomed and knowledgeable about the school. Ready Set Go Lobos, is a freshmen orientation, where 8th grade students scheduled for attendance on the completion of their academic year will be enrolled at LAHS. During Freshmen registration, Freshmen orientation will further explain the expectations of being a Lobo.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers, Staff	Shirts, Lanyards, Printing		
1c	Explore the possibilities of integrating PBIS.	2018-19 Academic year ongoing.	Administration			
1d	Challenge Day is a one day workshop in social and emotional wellness. Each day, 100 students and 25 adults, learn to express their emotions in healthy ways. Challenge Day teaches students how to deal with both negative and positive emotions, building connection to one another and adults. Los Amigos will continue providing this program for four days, allowing	2018-19 Academic year ongoing.	Administration, Counselors, Teachers, Staff, Parents, Students	Challenge Day Fee		

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	for 400 students in total, to participate in this experiential workshop.					
1e	Los Amigos maintains an ever-growing balance of opportunities for students to pursue their interests in academics, electives, and extra-curricular activities. The school climate is reinforced daily through the expectation that LAHS students demonstrate "PAWS" in every aspect of their academic and personal lives. PAWS is an acronym for the Los Amigos High School Expected School-Wide Learning Objectives: Persevere, Attain, Work, Succeed.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers, Staff	Printing		
1f	ASB provides a variety of social and cultural awareness activities such as school dances, Asian Culture Night, and Latinos Unidos cultural night. ASB activities are intended to provide school and individual pride.	2018-19 Academic year ongoing.	Administration, Teachers			
1g	Back to School Night is an evening where parents are able to enter the classrooms of their students, and learn the expectations directly from teachers, for the coming year. Teachers highlight how to be successful, explaining to parents the objectives for the course, the amount of study time required and available hours for support and tutoring.	2018-19 Academic year ongoing.	Administration, Teachers, Staff	Printing		
1h	Open House is scheduled in the spring, and is a time to celebrate the accomplishments of the past year. Clubs and grade levels are encouraged to sell food items, and departments as a whole have booths/tables in the quad and commons area to show parents what their students have been doing throughout the year. The idea is to create a celebratory atmosphere, where performance groups are continually on stage, and parents can travel to each department presentation.	2018-19 Academic year ongoing.	Administration, Teachers, Student leadership	Printing		

SCHOOL GOAL 2A:	Students will demonstrate continued growth in their attitude towards learning.
MOTIVATION	

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1i	The guidance department plans and host several events during the school year. These events highlight the importance of university requirements, how to get into college, and how to correct for poor academic progress. Additionally, there are celebrations for students who have decided on a college. Events sponsored by the guidance department include, College Night, Back on Track, A-G, 9th grade orientation, Decision Day	2018-19 Academic year ongoing.	Administration, Teachers,, College Advisor			
2	Incentives: Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.					
2a	PA and Video Announcements (Lobo Lowdown), provide an opportunity to share important information about the Los Amigos community. It is a time highlight accomplishments such as, A-G at all levels, Principal's Honor Roll, Most Improved Students, Club of the Month, and Boys and Girls Club.	2018-19 Academic year ongoing.	Administration, Student Leadership, Teachers, Counselors and Staff			
2b	Senior Awards Night, celebrates graduating senior's academic achievements. Each department selects recipients and categories. Recipients and their families' are invited to share in the celebration. Additionally, students receive State and National awards.	2018-19 Academic year ongoing.	Senior Grade-Level Office, Teachers, and Administration	Certificates, Deserts, Beverage		
2c	Los Amigos has a partnership with Rotary Club of Fountain Valley. Each month students are nominated by their teachers, and receive a certificate as being a most improved student. From the nominees, an individual student is selected to represent Los Amigos as the top award winner where the Rotary Club recognizes students.	2018-19 Academic year ongoing.	Administration, Teachers, Counselors, Staff	School Supplies		
2d	Los Amigos will have Assemblies specifically to	2018-19 Academic	Administration,	Guest Speakers,		

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	acknowledge students with high GPA's and on track to graduate with all a-g requirements.	year ongoing.	Teachers, Counselors	Certificates		
2e	In order to continue improving student attendance, Los Amigos will institute monthly, quarter, by semester and entire year, recognition for students with perfect attendance.	2018-19 Academic year ongoing.	Administration, Attendance Office, ELAC	Certificates		
3	Secondary Credit Recovery: Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned).					
3a	Seat time credit recovery will provide credit recovery for students needing to replace a grade of F, or to validate a grade of D.	2018-19 Academic year ongoing.	Administration, Counselors	Teacher Per Diem		
3b	APEX is an online option for credit recovery, which will primarily be reserved for students validating a grade of D	2018-19 Academic year ongoing.	Administration, Counselors	Teacher Per Diem, Licensure		
4	Attendance: Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.	2018-19 Academic year ongoing.	Administration, Counselors, Outreach Specialist			
4a	Los Amigos will have an outreach specialist, who will monitor and track students with poor attendance. The outreach specialist will arrange attendance meetings, SART contracts and attend SARB hearings with administration.	2018-19 Academic year ongoing.	Administration, Counselors, Outreach Specialist	Salary		
4b	Attendance is monitored by the attendance office,	2018-19 Academic	Administration,	Maintenance Contract		

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	and by grade-level administrators. A computer system assigns students with appropriate detentions and Saturday Schools for tardies and trancies	year ongoing.	Attendance Office, Outreach Specialist			
TOTAL BUDGET PLANNING						

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING		Students will demonstrate continued growth in their attitude towards themselves and others.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Support Services/Counseling/Mental Health: Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.	2018-19 Academic year ongoing.	Counselors, Administration	Salary	22517	
1a	REMH Counseling will be offered for students on a referral basis. District support provides for 2 days per week, Los Amigos will match that level of support so students have the opportunity as needed, 4 days per week with hopes to increasing to 5 days per week.	2018-19 Academic year ongoing.	Counselors, School Psychologist, Administration			
1b	LAHS' health clerk will be provided to support the school nurse in providing physical, social and emotional well-being.	2018-19 Academic year ongoing.	School Nurse, Administration			

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1c	Los Amigos School counselors and school psychologist will provide full service support for our students dealing with social, emotional and academic needs.	2018-19 Academic year ongoing.	Counselors, School Psychologist			
2	School Connectedness: Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)	2018-19 Academic year and ongoing	Administrators, Teachers, Counselors			
2a	Challenge Day is a one day workshop in social and emotional wellness. Each day, 100 students and 25 adults, learn to express their emotions in healthy ways. Challenge Day teaches students how to deal with both negative and positive emotions, building connection to one another to to adults. Los Amigos will continue providing this program four days, allowing for 400 students in total, to participate in this experiential workshop.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	Fees		
2b	AVID Summer Bridge for incoming freshmen, bridges students entering high school for the first time. Upper classmen are mentors for incoming freshmen, giving them an opportunity to better understand being a Lobo.	2018-19 Academic year ongoing.	Administration, Counselors, AVID Teachers	Teacher per diem		
2c	AP Computer Science classes will continue to participate in Robotics competitions to give students enriched exposure to STEM fields.	2018-19 academic year and ongoing	Teacher advisor and administration	Materials and supplies and awards		
2d	Campus Club integration provides a place where students can be connected to Lobo culture in a small group setting. Los Amigos ASB will sponsor clubs on campus to lead this endeavour. Los Amigos offers approximately 25 clubs from which students can choose to be a part.	2018-19 Academic year ongoing.	Administration, Student Leadership, Teachers			
2e	Through a grant, the Boys and Girls Club offers a	2018-19 Academic	Administration, Boys			

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	variety of program 5 days a week from 3-6 PM. The Boys and Girls Club offers leadership classes, cultural awareness classes, female and male empowerment programs as well as recreation and tutoring. The Boys and Girls Club will continue to integrate their programs into Los Amigos, providing additional academic and social support.	year ongoing.	and Girls Club			
2f	Grade-Level Centers work closely with students, and with teachers, to ensure that students are placed within the zone of proximal development, and to determine whether students are being challenged with rigorous coursework, yet still making progress. Students are placed in appropriate courses, based on their individual strengths, interests, and academic needs. Students are provided open access to honors and AP courses. Students who are receiving Special Education services are enrolled in classes based on their IEPs and their goals. Grade-Level administration, allows for students to be closely connected to their counselor and administrator.	2018-19 Academic year ongoing.	Administrators, Counselors, Teachers	Office supplies		
2g	Summer extended learning opportunities will provide hands on enrichment for students in the areas of science, AVID, and AP courses.	2018-19 Academic year ongoing.	Administration, Teachers	Teacher per diem		
2h	After school learning opportunities will be provided in UCI Writing Project, UCI Rise, and Bridging Anteaters	2018-19 Academic year ongoing.	Administration, Counselors, partnerships with UCI			
2i	The United States Academic Decathlon is a ten-event scholastic competition for teams of high school students. Each high school enters a team of nine students: 3 "A" or Honor students (3.750 - 4.00 GPA), 3 "B" or Scholastic students (3.00 - 3.749 GPA), and 3 "C or below" Varsity students (0.00 - 2.999 GPA). This will	2018-19 academic year and ongoing	Teacher advisors, administration	Teacher Stipend, materials and supplies and awards		

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	increase academic rigor and highlight our academic strengths at Los Amigos					
3	Anti-Bullying/Internet Safety: Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers, Staff			
3a	Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. Our 6 1/2-hour Challenge Day program is designed for 100 students. Our program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program. Our programs go beyond traditional anti-bullying efforts, building empathy and igniting a movement of compassion and positive change, known as the Be the Change movement.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers, Staff	Fees		
3b	Los Amigos' Confidential Reporting System provides students with a method of reporting dangerous activity on campus. Using a Google phone number, or a Google Form, students can report all types of bullying, violence and inappropriate activities completely confidentially. Administrators receive the information, and are able to act without exposing the reporter.	2018-19 Academic year ongoing.	Administration, Teachers, Counselors			
3c	Campus Safety Aides provide all day supervision of students during passing period, before and after	2018-19 Academic year ongoing.	Administration, CSA's	Salary		

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING		Students will demonstrate continued growth in their attitude towards themselves and others.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	school and all throughout the day.					
3d	Grade level assemblies educate students in the fall each year about what bullying/cyberbullying look like and what are the consequences for participating in bullying. Students also learn about bullying prevention.	2018-19 Academic year ongoing.	Administration			
3e	Los Amigos will partner with Fountain Valley Police Department to provide education regarding bullying cyberbully and drug use.	2018-19 Academic year ongoing.	Administration, Counselors			
4	Substance Abuse Prevention/Asset Development: Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	2018-19 Academic year ongoing.	Administration, Counselors			
4a	Los Amigos will partner with FVPD to provide Every Fifteen Minutes, a national drinking and driving prevention program.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers	Program costs		
4b	Health class will include anti-drug/drinking units.	2018-19 Academic year ongoing.	Administration, Teachers			
TOTAL BUDGET PLANNING					22,517	

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Welcoming Climate: Building Relationships with students, parents, and staff:	2018-19 Academic year ongoing.	Administration, Teachers, Counselors,			

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.		Staff			
1a	Parent Education is an integral part of the academic progress and success of students. Parents will be provided the opportunity to learn how to support their student's success. The 40 Developmental Assets class, teaches parents the importance of engaging with their students and discovering the benefits of being involved in their day to day lives. Based on the Search Institute study, the 40 Developmental Assets teaches parents the how's of engaging with their students.	2018-19 Academic year ongoing.	Community Liaisons, Administration	Salary, office supplies, snacks, child care		
1b	Parent ESL/Technology Class will be provided for parents who have limited English and technology skills. Teachers will provide parents with a practical, hands on learning experience so parents will be better equipped to maneuver in the school setting as well as in the community at large.	2018-19 Academic year ongoing.	Administration, Teachers	Teacher per diem, software		
1c	Grade Level Offices, allow administrators and counselors to follow a single class from 9th to 12th grade. Each year the grade level team will be able to focus on specific information necessary to support student achievement. Office space will be available to create an atmosphere which is welcoming for students and parents. An integral part of this program is one on meetings with parents, parent teacher conferences, and small group gatherings.	2018-19 Academic year ongoing.	Administration, Counselors	Construction, office supplies		
1d	AVID Parent Meetings	2018-19 Academic year ongoing.	Administration, AVID teachers, Department Chair	Certificates, printing		
2	Parent Community Outreach: Ensure that parents/guardians are provided multiple	2018-19 Academic year ongoing.	Administration, Community Liaisons	Parent Education set-aside (TI)	3,556	107404

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	opportunities to increase involvement and engagement in student learning through a strong home-school-community partnership,. Outreach services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.					
2a	Los Amigos is committed to creating a welcoming and inviting community. To help in that effort, Los Amigos will have interpretation of all parent meetings in Spanish and Vietnamese, so parents will be able to understand, respond and ask questions.	2018-19 Academic year ongoing.	Administration, Community Liasons	Salary		
2b	Child Care will be provided at all parent meetings.	2018-19 Academic year ongoing.	Administration, ASB	Salary		
2c	To accommodate parent schedules, parent meetings will be held at various times: Morning, Afternoon and evenings.	2018-19 Academic year ongoing.	Administration, Grade-Level Offices			
2d	Assistance with registration prior to the beginning of school in the home language of families, as well as assistance throughout the year in the use of Aeries Parent Portal will be provided.	2018-19 Academic year ongoing.	Administration, Community Liaisons,	Salary		
2e	To involve parents in school in a variety of ways, Los Amigos will have regular English Language Advisory and School Site Council Meetings. Parents will gain insight into the principles of the educational focus of Los amigos	2018-19 Academic year ongoing.	Administration, SCC, ELAC, Community Liaisons			
2f	When necessary, home visits will provided by our Community Outreach Specialist.	2018-19 Academic year ongoing.	Outreach Specialist, Administration	Mileage		
2g	SchoolMessenger is an automated calling system. SchoolMessenger has the ability to call and leave messages either utilizing computer generated voices, or with real voice recordings. Additionally, the system	2018-19 Academic year ongoing.	Administration	Licensure		

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	will transmit messages in the stated home language of families.					
2h	For Back to School Night and Open House we will provide shuttle busing for parents from accessible sites in the area.	2018-19 academic year and ongoing	Administration	Transportation expenses		
3	Home-School Communication: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check email twice daily and respond before the end of the following business day. Regularly communicate with parents.				1541	
3a	Parent Portal gives parents the ability to access real time attendance, grades and assignments. To equip parents with the information they need to support their students, teachers will keep their records updated weekly.	2018-19 Academic year ongoing.	Administration, Teachers, Counselors			
3b	SchoolMessenger is an automated calling system. SchoolMessenger has the ability to call and leave messages either utilizing computer generated voices, or with real voice recordings. Additionally, the system will transmit messages in the stated home language of families.	2018-19 Academic year ongoing.	Administration, Counselors, Teachers			
3c	School Web site, educational apps, social media will provide communication with parents, students and teachers.	2018-19 Academic year ongoing.	Administration, Counselors, Staff			
3d	School Calendar	2018-19 Academic year ongoing.				
3e	Senior Newsletter and flyers provide parents and students information regarding the senior year.	2018-19 Academic year ongoing.	Senior Grade-Level office	Printing		
4	Facilities Maintenance: Ensure that schools and other district facilities are	2018-19 Academic year and ongoing	Administrators, Plant foreman		5051	

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	clean and well-maintained. (Site-LCFF)					
5	Campus Safety: Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. The school has a Comprehensive School Safety Plan on file, which encompasses Goal 2B, Goal 2C, and the Emergency Operations Plan.	2018-19 Academic year	Administration	campus safety aides		31669
5a	Students have access to both a phone number to text a message and an online form to inform administration of any situation that is making Los Amigos unsafe such as, fights, weapons, drugs, bullying, students that may be having thoughts of harming themselves or drug sales.	2018-19 Academic year ongoing.				
5b	Currently, LAHS has security cameras located in the quad area, and commons area. To make the campus more secure, additional security cameras in the parking lots, and pool area will be installed.	2018-19 Academic year ongoing.	Administration			
6	Discipline & Rules: Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.					
6a	Los Amigos provides agendas for each student in the fall, which includes all school expectations.	Fall 2018	Administration	3,000		
6b	Each fall, grade level assemblies take place to instruct students in expectations in all areas of being a Lobo. Grade level assemblies are done by period, covering an entire class in a single day.	Fall 2018	Administration			

**SCHOOL GOAL 2C:
CLIMATE**

Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
6c	At registration in their home language, students and parents receive a copy of the expectations, and sign affirming their knowledge of, and willingness to abide by them.	Fall 2018	Administration			
6d	Los Amigos teachers utilize an online referral form for both infractions of the school expectations, as well as sharing concerns for students.	2018-19 Academic year ongoing.	Administration, Teachers			
7	Partnerships: Maintain partnership with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School District.					
7a	The 2015-16 school year was our second year in partnership with Boys and Girls Club. The Boys and Girls Club, or the Club, has provided and will continue to provide opportunities for leadership, tutoring, recreation, and cultural awareness. Los Amigos will continue working with the Club, to integrate programs to provide opportunities for students.	2018-19 Academic year ongoing.	Administration			
7b	Los Amigos High School has an ongoing partnership with the Fountain Valley Police Department. The assigned School Resource Officer helps to maintain safety, and provide a presence on campus. Additionally, Los Amigos plans and prepares Every Fifteen Minutes in conjunction with Fountain Valley Police Department, Fire Department and Fountain Valley Hospital. Every Fifteen Minutes is prevention program, which teaches students to abstain from drinking and driving.	2018-19 Academic year ongoing.	Administration, Counselors, Staff			
7c	Los Amigos partners with the Simon Family Foundation to provide 8 scholarships yearly beginning junior through college. The scholarship includes leadership training, social emotional support, and	2018-19 Academic year ongoing.	Administration, Counselors			

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	more.					
7d	Working Wardrobes	2018-19 Academic year ongoing.				
7e	United Way - AVID		AVID Team			
7f	UCI Rise and Bridging Anteaters					
7g	College advisor through USC grant.					
8	Training for All Staff: Provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.					
				TOTAL BUDGET PLANNING	10,148	139,073

Goal Three | LIFELONG SUCCESS

ALL LEARNERS WILL BE PREPARED FOR LIFELONG SUCCESS IN THEIR INTENDED CAREER PATHS.

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS		District-wide data that are predictive of success after high school will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	College/Career Events: Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	2018-19 School Year Ongoing	Administration, Counselors			
1a	College Info Night will be offered to students and families at Los Amigos to provide quality information about the requirements of going to college. Additionally, Los Amigos will be able to answer questions parents have about finance, going away from home and what steps to take.	2018-19 School Year Ongoing	Administration, Counselors			
1b	Los Amigos provides yearly Financial Aid information and Scholarship nights. In partnership with USC, Los Amigos will hold general workshops, small group assistance and one on one assistance in preparing and submitting FASFA applications.	2018-19 School Year Ongoing	Administration, Counselors			
1c	College Fair					
1d	Career Fair					
1e	Roadmap to College					
1f	Life After High School					
1g	College Trips					
2	Student Mentoring: Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	2018-19 School Year Ongoing	Administration, Counselors, AVID tutors			

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
2a	College Boost: Through an initiative from the district office, a staff of current college students, and GGUSD alumni, come to LAHS in the afternoon to assist seniors on college applications, financial aid applications, and other college-related registrations	2018-19 School Year Ongoing	Administration, Counselors, AVID tutors			
3	<i>(Secondary Focus)</i> College/Career Ready Students and a-g Focus: Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses.	2018-19 School Year Ongoing	Administration, Counselors			
3a	Each fall, senior transcripts will be reviewed by the counselor/admin team. The purpose; to look for opportunities for students abilities to fulfill a-g requirements which may have been missed. This is a second layer of support for the counselor of record. Additionally, junior and sophomore transcripts will be reviewed throughout the year to look for trends and areas of focus to plan for the future.	2018-19 School Year Ongoing	Counselors, Administration			
4	<i>(Secondary Focus)</i> Course Rigor and Advanced Placement (AP) Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.	2018-19 School Year Ongoing	Counselors, Administration			
4a	Throughout the school year, the Instructional Leadership Team, department chairs, and administrators and counselors meet regularly to review new data. In addition, these stakeholders	2018-19 School Year Ongoing	Administration, Department Chairs, Teachers, ILT			

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	routinely revise the school-wide action plan.					
4b	To decrease the higher D/F rate, all departments offer tutoring for struggling students. More specifically, science teachers implemented various after-school tutoring intervention programs. During these tutoring sessions, students utilize new strategies to access the material, and then they are allowed to prove proficiency via retesting.	2018-19 School Year Ongoing	Administration, Department Chairs, Teachers			
4c	The Boys and Girls Club provide tutoring after school as well as a variety of workshops to motivate students. There are workshops specially for boys and girls, leadership, and cultural understanding	2018-19 School Year Ongoing	Administration, Boys and Girls Club Supervisor			
4d	Supplemental Educational Services (SES) tutoring is available to students who qualify for free/reduced meals. Parents may choose to receive student-tutoring services on-campus, or by a district-approved, outside tutoring agency.	2018-19 School Year Ongoing	Administration, Teacher Lead, District			
4e	Peer tutoring is offered through National Honor Society, and through AVID.	2018-19 School Year Ongoing	NAHS Adviser, AVID Coordinator			
5	<i>(Secondary Focus)</i> College Entrance and Readiness: Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation.	2018-19 School Year Ongoing	Counselors, Administration			
5a	Los Amigos is an official ACT testing site. Students have easy access to registering and taking the ACT several times during a school year.	2018-19 School Year Ongoing	Counselors, Administration			
5b	All sophomores will take the PSAT. Funding is provided by the district at no cost to students.	2018-19 School Year Ongoing	Administration, Counselors, District			

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS		District-wide data that are predictive of success after high school will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Additionally, SAT Prep classes are offered at a discounted price to all juniors.					
				TOTAL BUDGET PLANNING		

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS		College and career entrance and completion rates will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Student Tracker: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.	2018-19 School Year Ongoing	Administration, Counselors, CTE/ROP directors, CTE/ROP Teachers			
2	College Career Pathways/Options: Provide opportunities for student to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.	2018-19 School Year Ongoing	Administration, Counselors, CTE/ROP directors, CTE/ROP Teachers			
2a	CTE/ROP courses will be offered for students in pathways towards certification. Engineering, Medicine, Graphic Design, Automotive, Hospitality and Tourism, and Health Sciences. CTE/ROP courses offer students challenge, real world, hands on education in an area of interest to enhance their educational experience.	2018-19 School Year Ongoing	Administration, Counselors, CTE/ROP directors, CTE/ROP Teachers			
2b	Project Lead The Way provides the training and education for our CTE teacher. In an intensive	2018-19 School Year Ongoing	Administration, Counselors, CTE/ROP			

SCHOOL GOAL 3B:		College and career entrance and completion rates will improve annually.				
COLLEGE/CAREER SUCCESS						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	summer program, the CTE Engineering teacher learns the projects and programs to be taught during the following school year.		directors, CTE/ROP Teachers			
2c	Enrichment Programs	2018-19 School Year Ongoing	Administration, Teachers			
2e	Career Fair					
3	Alumni Engagement: Provide opportunities for alumni engagement and alumni outreach.					
				TOTAL BUDGET PLANNING		

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	452,443.16
SITE-LCFF	183,341
Total	635,784.16

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	51,699
Total	51,699

SCHOOL GOAL 1C	
TITLE I	103,660
SITE-LCFF	72,046
Total	175,706

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 2B	
TITLE I	22,517
SITE-LCFF	
Total	22,517

SCHOOL GOAL 2C	
TITLE I	10,148
SITE-LCFF	139,073
Total	149,221

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
Total	

Total Allocation	
TITLE I	588768.16 Includes Extended Day Allocation of \$105131
SITE-LCFF	446,159

Total Expenditures	
TITLE I	588,768.16
SITE-LCFF	446,159

Balance	
TITLE I	0
SITE-LCFF	0



School Parental Involvement Policy: 2018-19

Involvement of Parents in the Title I Program & Building Capacity for Involvement

Our school engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. The state identified twelve requirements, which have been organized into six categories based on the framework of six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. To help reach these goals, and involve parents in the Title I program at our school, the following practices have been established:

PARENTING: Help all families establish home environments to support children as students.

- 1. Our school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Our school provides parents of Title I students with timely information about Title I programs.**
- 2. Our school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening, including multiple opportunities for parent education programs.**

The school provides parents with information about the school's participation in and the requirements of programs such as, Title I, English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school organizes opportunities for parents to be involved throughout the school year. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. The school will schedule ongoing parent meetings to disseminate information regarding Title I and other school programs.

Parents are invited to attend events and meetings throughout the year to learn about the school's program and Title 1. Title 1 requirements discussed specifically during SSC and ELAC meetings, which are held at least quarterly. Parents are invited via SchoolMessenger and also via individual phone contact. The school plan is also reviewed and input is solicited at these meetings. More specific information about English Learners, Special Education and GATE is shared both at Back to School Night and Open House. Parents are notified of these events via SchoolMessenger and flyers sent home with students.

COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- 3. Our school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.**
- 4. ACCESSIBILITY: The school provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.**
- 5. Our school has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].**

Parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, identify their home language and preferred correspondence language during school registration. For language needs exceeding 15% of the school population, information will be made available in those languages. All notices, flyers, newsletters, etc., are translated by either school staff or the translators at the ARC. School community liaisons are available to provide interpretation for parent meetings, parent conferences, and other activities at the school site.

All information for parents regarding school programs is provided in English, Spanish and Vietnamese. School documents are translated, messages home are interpreted and interpreters are available at all meetings to accommodate parents in their native languages. Community liaisons are available all day to assist staff and parents in their communications with one another. Our SPIP has been developed with parent input gathered from SSC and ELAC meetings and is distributed to all parents in their home language during student registration each year.

VOLUNTEERING: Recruit and organize parent help and support.

6. Our school provides support for parental involvement activities requested by Title I parents.

7. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parents will be provided with information on how to become involved in school or district parent governance committees, parent organizations, parent education groups, or other parent volunteer opportunities.

The results of the annual survey are reviewed with SSC and ELAC and with the faculty. We are working on expanding our parent education opportunities to include more special programs.

LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

8. Our school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

9. Our school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Our school provides parents with materials and training to help them work with their children to improve their children's achievement.

Teachers explain the curriculum and assessments used to measure student progress at Back-To-School Night and parent-teacher conferences. The principal will share additional information with parents during other parent meetings.

Information on the Academic Content Standards and assessments are shared with parents at Back to School Night and Open House.

DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

10. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

11. Our school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

The review of the School Parental Involvement Policy is included as part of the annual review of the School Plan for Student Achievement (SPSA). The policy is updated periodically to meet changing needs of parents and the school. The school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children [20 USC 6318 Section 1118(c)(3)]. The district provides a timeline for requirements related to Title I, parent involvement, SSC and ELAC topics to be discussed, as well as the process of reviewing and developing the SPSA, including this parental

involvement policy.

Parents are invited to participate in SSC and ELAC at Back to School Night each year. Meetings are held at various times during the year based upon member availability. The school plan is shared with both committees and feedback is included. Parents are able to also give feedback through the annual school survey and these results are reviewed with the faculty as well as with SSC and ELAC.

COLLABORATING WITH THE COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

12. Our school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The District's Parent and Community Outreach Department provides guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:

- Providing professional development opportunities in parent education programs
- Serving as a link to parent and community resources
- Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites
- Coordinating parent education and community outreach meetings

Our school has designated staff and/or school-community liaisons that provide outreach to families, serve as a resources for parents, and collaborate with the community to support parents and families. The district and school have partnerships with community agencies to offer afterschool programs, counseling and mental health services, health and safety programs, and tutoring programs that serve to support student learning and development.

SCHOOL-PARENT COMPACT

Our school distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- **The school's responsibility to provide high-quality curriculum and instruction**
- **The ways parents will be responsible for supporting their children's learning**
- **The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities**

[Upload a copy of the compact to DTS.]

SECTION C: FUNDING FOR TITLE I
SSC APPROVAL IS NOT REQUIRED
DISTRICT LEVEL FUNDING

TITLE I	DIRECT CATEGORICAL SUPPORT SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED – APPROVAL NOT REQUIRED
	<p>Teachers on Special Assignment (TOSAs) provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include:</p> <ul style="list-style-type: none"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention • Scholarly habits and motivation
	<p>Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:</p> <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
	Supplemental transportation to after-school program for at-risk students.
	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.

TITLE I	INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED- APPROVAL NOT REQUIRED
	<p>Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas. • Indirect costs at state approved rate, other centralized services costs such as printing, maintenance, other services.
	<p>Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District’s evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school.</p>

SECTION C: OVERVIEW OF CATEGORICAL SERVICES

DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and determination of needs. TOSAs assist each school with staff development. This assistance may include helping determine what sessions are needed, finding resources to provide in-services, and/or conducting in-service sessions such as co-planning and co-teaching. Staff development may be scheduled after school, as a release day at the local school, or at the district office with other schools. Staff development topics include: implementation of standards-based instructional strategies, literacy development across the curriculum, mathematics, language acquisition for English Learners, other content area strategies, Systematic English Language Development (ELD), Constructing Meaning, training, and other supplemental Specially Designed Academic Instruction in English (SDAIE).
- School Testing Assistants work with school personnel to schedule and perform student skills testing at schools.
- Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to teachers, administrators, and support staff. The activities of the Parent and Community Outreach include (1) Providing professional development opportunities in parent education programs, (2) Serving as a link to parent and community resources, (3) Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites, and (4) Coordinating parent education and community outreach meetings.
- Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12 and other self-regulatory programs.
- The Boys & Girls Clubs of Garden Grove provides after school programs (ASES and ASSETs) and Mc-Kinney-Vento services.
- Title I funds are utilized to support the 10th and 11th grade administration of the PSAT. SAT preparation classes are offered to all high school juniors at a reduced rate.
- Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be used for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

INDIRECT SERVICES (K-12)

- The Departments of K-6 and 7-12 Instruction and K-12 Educational Services coordinate centralized and district resources to assist each school in meeting project requirements and providing quality programs.
- The Office of K-12 Educational Services provides information regarding budget categories, legal expenditures, and compliance.
- The Assessment and Registration Center (ARC) assists principals and individual teachers in providing assessments, translation, personnel, materials, and staff development to meet the needs of English Learners.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, and academic review.
- The Department of Evaluation and Research assists schools in evaluating their ongoing programs as well as assisting with appropriate testing and year-end evaluation procedures.

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

- All English Learners receive an English language development program designed to meet their instructional needs.
- Upon request of the school, a district worker from the Office of Student Services makes home calls as needed regarding health, attendance, etc.
- The vocal music teacher provides music experiences to students in grades 1-6.
- Instrumental music instruction is offered to students in grades 4-6.
- Students are screened for health problems and referred to appropriate services as necessary. At the elementary level, a district health assistant provides health services for 3 hours per day.
- At the elementary level, parent conferences are regularly scheduled to inform parents of student progress and to aid them in assisting their children at home, and at the secondary level conferences are scheduled as needed to inform parents of student progress towards graduation.
- The Speech and Language pathologist screens students referred by the teacher and/or Student Study Team. The pathologist consults with the teacher regarding the speech and language needs of students.
- Following Student Study Team meetings and referral for assessment, a school psychologist coordinates assessment for students and makes appropriate recommendations to an IEP team.
- Students who qualify for special education may receive instruction and/or designated services following the recommendation of an IEP team.
- The Office of Special Education coordinates services of the speech and language pathologists, school psychologists, adapted physical educational teachers, and other appropriate services in identifying and providing services for individuals with exceptional needs.
- Gifted and Talented Education assists principals and individual teachers in identifying and providing for the needs of gifted and talented students.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN

Directions: Check the box for each state and federal categorical program in which the school participates.

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	Site – Local Control Funding Formula (LCFF) <u>Purpose:</u> Support high need students, low Income, English Learners, foster and homeless youth.	\$70,542	FEDERALLY FUNDED PROGRAMS	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	X
	After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
		Title III, Part A: Immigrant Students <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.		X	
FEDERALLY FUNDED PROGRAMS	21st Century After School Safety and Enrichment for Teens (ASSETS) OR CLCC <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$240,000			
	Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			
	Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			
	Title I, Part A: Program Improvement (PI) <u>Purpose:</u> Assist Title I schools that have failed to meet targets for one or more identified student groups.	\$320,603			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Los Amigos High School

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D)		Quantity (E)	Total Cost (F)
			Goal Area	Action Step Category		
4400	Speakers for Computers	Title I	1A5, 1C2	Classroom Technology		412
4400	Document Cameras	Title I	1A5, 1C2	Classroom Technology and Assessments		5152.83
4400	Copier/CS-800li	Title I	1A4, 1A5, 1C2	Classroom Technology	1	9040.57
4400	4000 Sheet Finisher	Title I	1A4, 1A5, 1C2	Classroom Technology	1	1689.28
4400	Dell Chromebooks	Title I	1A5, 1C2	Classroom Technology	60	12,600
4400	Chromebook Carts	Title I	1A5, 1C2	Classroom Technology	2	2341.52
4400	ELMO Document Cameras	Title I	1A5	Classroom Technology	3	1764.45
4400	21.5 iMac Retina 4K Display	Title I	1C2, 1A5	Classroom Technology	28	39,172
4400	27 in Retina 4K Display (3.5 GHz Intel Core i5)	Title I	1C2, 1A5	Classroom Technology	1	1899
4400	27 in Retina 4K Display (4.2 GHz Intel Core i7)	Title I	1C2, 1A5	Classroom Technology	1	4079
4400	Science equipment and supplies to support new adoption	Title I	1A4, 1A5	Classroom technology and equipment		31,283
4400	Dell Latitude 5480	Title I	1C2, 1A5	Classroom Technology	20	29,856

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D)		Quantity (E)	Total Cost (F)
			Goal Area	Action Step Category		
4400	MacBook Pro 15 in	Title I	1C2, 1A5	Classroom Technology	3	7031.91

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
SCL WKR BIL SP	43.75%	5	Title I	XSite LCFF	2C2
HEALTH ASSIST	43.75%	1	XTitle I	Site LCFF	2B1
TECH ASSIST I	43.75%	1	XTitle I	Site LCFF	1C2
SCL WKR BIL SP	43.75%	1	XTitle I	Site LCFF	2C2
INSTRUCTIONAL AIDE	37.5%	3	Title I	XSite LCFF	1A5
INSTRUCTIONAL AIDE	18.75%	1	Title I	XSite LCFF	1A5
SCHOOL TESTING ASST	32.813%	1	Title I	XSite LCFF	1A6
CAMPUS SAFETY AIDE	43.75%	2	Title I	XSite LCFF	2C5
			Title I	Site LCFF	
			Title I	Site LCFF	

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source		Justification for Title I funded positions
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

*The type and number of categorical positions will change according to needs and budget. This figure reflects what will be in place for the current school year. Adjustments will be made to these figures as needs arise.

SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by **May 31, 2018**.

Please submit the School Plan for Student Achievement information to DTS with SSC/ELAC/ meeting minutes to document committee requirements including:

- **SSC: Voting process and results, SPSA approval, review of roles and responsibilities.**

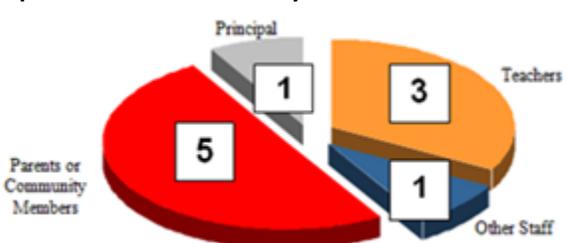
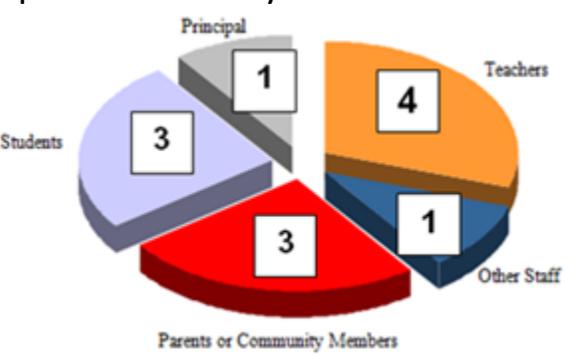
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for **3 years**.

Los Amigos High School

SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

***RECORDS MUST BE RETAINED FOR 3 YEARS**

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of students and parents or other community members selected by parents. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012). The Council must have at least 10 members at elementary sites and 12 members at secondary sites.

<p>Composition of an Elementary School Site Council</p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Elementary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Parents or Community Members</td> <td>5</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> </tbody> </table> <p>Composition of a Secondary School Site Council</p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Secondary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>3</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>4</td> </tr> <tr> <td>Parents or Community Members</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> </tbody> </table>	Category	Number of Members	Parents or Community Members	5	Principal	1	Teachers	3	Other Staff	1	Category	Number of Members	Students	3	Principal	1	Teachers	4	Parents or Community Members	3	Other Staff	1	<p>Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.</p> <p>a. Peer selection process: The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:</p> <ol style="list-style-type: none"> 1. <u>Ballot By Mail</u>: In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots. 2. <u>Back To School Night Election</u>: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots. <p>b. Members' terms of office: Members will serve one- or two-year terms.</p> <p>c. Procedure for replacing a member:</p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"> 1. Mid-year elections may be held. 2. Members are replaced using a peer selection process. 3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.
Category	Number of Members																						
Parents or Community Members	5																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Category	Number of Members																						
Students	3																						
Principal	1																						
Teachers	4																						
Parents or Community Members	3																						
Other Staff	1																						

Los Amigos High School
SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

MINIMUM SECONDARY COMPOSITION

STAFF MEMBERS (6)	
	Principal
1.	Vicki Braddock
	Teachers
2.	Jennette Nearhood
3.	DArCi Murphy
4.	Helen Lee
5.	Salomon Lara
	Other Staff
6.	Lilia Amezcua

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Guillermina Villa
2.	Dolores Herrera
3.	Jacqueline Nihipali
	Students
4.	Nancy Lozano
5.	Wendy Berber
6.	Allison Tran

NOMINATION PROCESS: CHECK ONE

GROUPS	HOW WERE NOMINATIONS MADE?	DATE
1. Teachers	XNomination Ballot or Verbal at meeting	9/30/17
2. Other Staff	XNomination Ballot or Verbal at meeting	9/30/17
3. Parents	Nomination Ballot or XVerbal at meeting	10/4/17

VOTING PROCESS: CHECK ONE

GROUPS	HOW DID VOTING OCCUR?	DATE
1. Teachers	X Voting ballot Ballot or Hand Vote and Tally	10/6/17
2. Other Staff	X Voting ballot Ballot or Hand Vote and Tally	10/6/17
3. Parents	Voting ballot Ballot or X Hand Vote and Tally	10/4/17

Note: If nominations are completed verbally, remember to invite all members (e.g., via School Messenger or opening letter) and include your voting process in meeting minutes.

SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by May 31, 2018.

Please submit the School Plan for Student Achievement information/to DTS with SSC/ELAC meeting minutes to document committee requirements including:

- ELAC: Membership process, membership voted in (no ballots required), selection of DELAC representative and review of roles and responsibilities

Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for 3 years.

Los Amigos High School

SECTION E: ESTABLISHMENT OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

***RECORDS MUST BE RETAINED FOR 3 YEARS**

Each school with 21 or more English learners (EL) in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee. Education Code (EC) 62002.5 establishes the regulations that govern the ELAC.

Composition of English Learner Advisory Committee	Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).
<p>COMPOSITION REQUIREMENTS</p> <p>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</p>	<p>a. Voting Process by parents of English learners: An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include:</p> <ol style="list-style-type: none">1. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots.2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school.3. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots. <p>b. Members' terms of office: Members will serve one- or two-year terms.</p> <p>c. Procedure for replacing a member:</p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none">1. Mid-year elections may be held.2. Members are replaced using a peer selection process.3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

Los Amigos High School
SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

A school with 21 or more English Learners must have a functioning English Learner Advisory Committee (ELAC). The percentage of parents of English Learners serving on ELAC should be at least equal to or larger than the percentage of English Learners in the school. The principal will serve as an ex-officio, non-voting member.

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Vicki Braddock
2.	Lilia Amezcua
3.	Mayra Sandoval
4.	Thorsten Hegberg
5.	
6.	

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Guillermina Villa	Fidencio Villa
2.	Omar Lopez	Ivan Lopez
3.	Vilma Rivera	Ivan Lopez
4.	Ben Zecua	Neylin Zecua
5.	Clara Esquivel Arroyo	Daniela Gutierrez
6.	Dolores Herrera	Ingrid Rivas

There is no guidance to dictate the size of the committee. Recommended minimum size: 5 parents of ELs

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of ELs serving on ELAC	≥	% of EL students at the school
6	÷	10	=	60	≥	38

* Membership of teachers, other staff, and parents of FEP/EO is not required and not excluded. Any interested person may be nominated for ELAC, but must be voted onto the committee by parents of English Learners.

DELAC REPRESENTATIVE (Must be parent of an English Learner)
Dolores Herrera

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.

HOW WERE NOMINATIONS MADE?	DATE	HOW DID VOTING OCCUR?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	10/4/17	Check One: Voting Ballot or XHand Vote & Tally	10/4/17

SECTION F: PLAN APPROVAL PAGE

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures “that school site councils have developed and approved a plan, to be known as the School Plan for Student Achievement, for schools participating in programs funded through the consolidated application process, and any other school program they choose to include.”
3. School plans must be developed “with review, certification, and advice of any applicable school advisory committees.” The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check all those that apply):

- X English Learner Advisory Committee
- Community Advisory Committee (CAC) for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other : e.g., School Safety Planning Committee, District/School Leadership Team (DSLTL)

4. Any plans required by programs funded through the consolidated application must be consolidated into a School Plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this School Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to improve the academic performance of all pupils to the level of the performance goals.
8. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.”
9. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic achievement. School goals must be based upon “an analysis of assessment data and the English Language Development test, and may include any data voluntarily developed by districts to measure pupil achievement.”
10. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

This school plan was adopted by the school site council at a public meeting on: May 11, 2017

Attested:

Please keep documents with original signatures at school site.

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Vicki Braddock		May 23, 2018
ELAC Chair	Guillermina Villa		May 23, 2018

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Helen Lee		May 23, 2018
Teacher	Salomon Lara		May 23, 2018
Teacher	Darci Murphy		May 23, 2018
Teacher	Jeanette Nearhood		May 23, 2018
Parent	Guillermina Villa		May 23, 2018
Classified Representative	Lilia Amezcua		May 23, 2018
Assistant Principal	Thorsten Hegberg		May 23, 2018
Student	Nancy Lozano		May 23, 2018

SECTION F: RECOMMENDATIONS AND ASSURANCES

The signatures below verify that the respective chairpersons, classified person, and administrator have accepted the responsibility for the following assurances:

- Councils/Committees have been formed in accordance with the procedures established by the programs.
- A list of members of each school-level council/committee is available at the school.
- Members of the ELAC, the teachers, and the classified persons at the school have had the opportunity to be involved in planning, implementing, and evaluating the programs.
- The SSC has developed the plan and approved the budget.
- Councils/Committees have been informed that the intent of supplemental funds is to improve academic achievement for students.
- The School-Parent Compact and School Parent Involvement Policy have been developed.
- The SSC concurs that the district may apply for any waivers necessary to implement appropriate supplemental programs to support the district's goals using categorical funds.

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Darci Murphy		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Guillermina Villa		
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Lilia Amezcua		
PRINCIPAL	Typed Name of Principal	Signature	Date
	Vicki Braddock		