

# 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	

FOR DISTRICT OFFICE USE ONLY	
<b>May 31, 2018 Approval</b> 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

# Pacifica 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.

#### **GGUSD Vision**

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

SSC Approved:

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:**

<input type="checkbox"/>	Not receiving Title I
<input type="checkbox"/>	Complete Sections A-F
<input type="checkbox"/>	Schoolwide Title I
<input type="checkbox"/>	Complete Sections A-F
<input checked="" type="checkbox"/>	Targeted Assistance Title I
<input type="checkbox"/>	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
<b>1. Evidence-based Research</b> – 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)
<b>2. Successful Policies and Practices</b> – 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)
<b>3. Professional Development (PD)</b> 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)
<b>4.</b> How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
<b>5.</b> Description of <b>Specific, Annual Measurable Objectives</b> – Developed for each of the student subgroups and in accordance with the state’s measure of AYP.	Section A (1)
<b>6. Shared Responsibility for Improvement</b> – 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
<b>7. Parent Involvement</b> – Strategies to promote effective parental involvement.	Section B
<b>8. Extended Learning</b> – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (4)
<b>9. Incorporation of a Teacher Mentoring Program</b> – 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
<b>9</b>	13	8	8	48	42	28	29	24	52	6	13	8	3	13	4
<b>10</b>		4	22	43	60	38	39	32	27	13	4	5	4		8
<b>11</b>	26	14	14	45	36	52	19	36	29	3	9		6	5	5
<b>12</b>	31	21	22	44	53	48	22	18	26	3	6			3	4
<b>Total</b>	19	12	17	45	48	41	26	26	33	6	8	4	3	6	5

**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
<b>9</b>	18	7	7	44	39	23	26	22	47	6	12	13	6	20	10
<b>10</b>		4	21	40	54	36	40	29	26	12	7	8	8	7	10
<b>11</b>	24	13	13	42	33	48	24	38	26	3	8	9	6	8	4
<b>12</b>	31	19	21	44	53	50	22	17	25	3	8			3	4
<b>Total</b>	20	11	16	43	45	38	27	25	31	5	9	8	5	10	8

**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	402	397	424	382	352	417	381	352	417	95.0	87.6	98.3
All Grades	402	397	424	382	352	417	381	352	417	95.0	87.6	98.3

\* 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	2617.7	2628.3	2650.2	26	36	44.12	42	31	33.81	21	20	12.23	11	13	9.83
All Grades	N/A	N/A	N/A	26	36	44.12	42	31	33.81	21	20	12.23	11	13	9.83

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	33	36	51.80	53	48	36.69	14	16	11.51	
All Grades	33	36	51.80	53	48	36.69	14	16	11.51	

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	41	47	56.12	48	40	31.89	12	13	11.99
All Grades	41	47	56.12	48	40	31.89	12	13	11.99

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	22	28	37.41	66	62	53.72	13	10	8.87
All Grades	22	28	37.41	66	62	53.72	13	10	8.87

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	31	49	54.44	57	40	35.73	11	11	9.83
All Grades	31	49	54.44	57	40	35.73	11	11	9.83

**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
<b>Grade 11</b>	402	397	424	381	345	417	380	345	417	94.8	85.8	98.3
<b>All Grades</b>	402	397	424	381	345	417	380	345	417	94.8	85.8	98.3

\* 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
<b>Grade 11</b>	2604.3	2621.8	2634.3	13	20	23.26	34	32	33.09	27	25	24.46	26	24	19.18
<b>All Grades</b>	N/A	N/A	N/A	13	20	23.26	34	32	33.09	27	25	24.46	26	24	19.18

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
<b>Grade 11</b>	28	36	42.69	44	33	31.89	28	30	25.42
<b>All Grades</b>	28	36	42.69	44	33	31.89	28	30	25.42

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
<b>Grade 11</b>	23	22	23.50	52	53	53.24	26	25	23.26
<b>All Grades</b>	23	22	23.50	52	53	53.24	26	25	23.26

**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
<b>Grade 11</b>	22	28	31.18	59	56	54.92	19	16	13.91
<b>All Grades</b>	22	28	31.18	59	56	54.92	19	16	13.91

## 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
<b>Total Enrollment</b>	Overall	47,599	46,936	46,177	45,252	44,223	43,163	1,805	1,765	1,773	1,711	1,650	1660
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	<a href="#">DataQuest Enrollment Data</a> (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						
<b>Ethnicity</b>	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	27.4%	29.5%	29.2%	31.5%	31.5%	31.02%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	13%	0.5%	0.5%	0.5%	0.5%	0.42%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	18.7%	19.8%	21.4%	22.9%	24.4%	25.24%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.1%	1.2%	1.4%	1.2%	0.7%	0.72%
	Filipino	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	3.2%	3.3%	3.3%	3.0%	2.8%	2.83%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	1.7%	1.6%	1.6%	1.4%	1.5%	1.39%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	46.3%	43.3%	41.3%	37.5%	36.4%	36.20%
Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	0.6%	0.3%	0.6%	0.8%	1.5%	1.14%	
<b>English Learners</b>	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	7%	8%	7%	7%	7.0%	7.5%
<b>FRL Rate</b>	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		34.6%	39.9%	37.9%	34.1%	34.8%	38.7%



## 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.**

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>		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
<b>State standardized assessments*</b> (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%	68%	67%	77.93%
	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%	47%	52%	56.35%
<b>District Assessments (T3/Q3)</b>	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%	70%	74.9%	67.8%
	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%	45%	23.2%	44.9%
<b>Grades/Report Cards</b>	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	2.94	2.94	3.05
	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%	7.0%	7.61%	7.35%
		Fs	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	4.1%	6.0%	3.46%
<b>Other Data</b>								

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.

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.						
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>State Standardized Assessments</b> (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%	17%	12%	21.05%
	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%	7%	6%	21.05%
<b>CELDT and AMAOs*</b> (See State Data Tables for additional details and disaggregated reports)	<b>CELDT Criterion</b> 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	<b>45%</b>	<b>48%</b>	<b>50%</b>	71.1%	64.7%	51%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	13/9.2%	12/9.2%	9/7.2%
<b>District Assessments</b> (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%	21%	29.9%	12.7%
	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%	28%	7.2%	18.7%
<b>Grades/Report Cards</b> (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	2.47	2.35	2.52

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	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%	10.4%	14.76%	13.42%
	Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	8.9%	8.97%	8.47%
<b>Other Data</b>								

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.

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>	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
<b>Annual Survey (Grades 3-12)</b> (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%	3.02/85%	3.71/88.46%	3.69/88.46%
	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%	2.77/68%	3.55/86.25%	3.59/85.64%
<b>Work Habits</b>	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	3.21	3.29	3.30
<b>Other Data</b>								

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.

<b>GOAL 1 Data Review</b>
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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><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>Academic Goal #1A</p> <ul style="list-style-type: none"> <li>• Met or Exceeded Standards on SBAC</li> </ul> <ul style="list-style-type: none"> <li>o ELA SBAC – increase of 9.93% since 14-15 &amp; increase 10.93% since 15-16</li> <li>o ELA SBAC - 77.93% for PHS with district @ 67% with PHS achieving a 10.83% high score in 16-17</li> <li>o MATH SBAC – increase of 9.35% since 14-15 &amp; increase 4.35% since 15-16</li> <li>o MATH SBAC – 56.35% for PHS with district @ 42% with PHS achieving a 14.35% high score in 16-17</li> </ul> <ul style="list-style-type: none"> <li>• District Benchmarks</li> </ul> <ul style="list-style-type: none"> <li>o At or above proficient on ELA – 7.1% decrease since 15-16. ELA has new curriculum with an adoption in 16-17 yet benchmarks have not been updated. (District also saw a dip.) However we scored 67.8% which is above the district by 8.8%</li> <li>o At or above proficient on Math with a score of 44.9% which is 1.9% above the district.</li> </ul> <ul style="list-style-type: none"> <li>• Grades / Report Cards</li> </ul> <ul style="list-style-type: none"> <li>o We show a slight decrease in the number of D’s given (7.35%) which is 1.43% lower than district average.</li> <li>o We show a slight decrease in the number of F’s given (3.46%) which is 2.5% lower than the district average.</li> <li>o PHS average GPA is 3.05 which is an increase for us and above the districts (2.8).</li> </ul> <p>School Goal #1B (Academic English)</p> <ul style="list-style-type: none"> <li>• Met or Exceeded on SBAC</li> <li>• ELA SBAC (21.05%) Same as district average but an increase of 9.05% from last year for us.</li> <li>• MATH SBAC (21.05) above the district average by 7.05% and an increase of 15.05 from last year for us.</li> <li>• CELDT – We are in a decline by 20% since 14-15 and equal to the district average. Need to consider steps for growth.</li> <li>• Total = 130</li> </ul>

	<p>EL = 57</p> <p>LTEL's = 52</p> <p>NC = 21</p> <ul style="list-style-type: none"> <li>• GPA above the district average (2.29) for a 2.52 at PHS</li> <li>• We show a slight decrease in the number of D's given (13.42%) which is 1.04% lower than district average. Gap between population and subgroup; need to consider steps for growth/support.</li> <li>• We show a slight decrease in the number of F's given (8.47%) which is 2.77% lower than the district average. Gap between population and subgroup; need to consider steps for growth/support.</li> </ul> <p>School Goal #1C (Scholarly Habits)</p> <ul style="list-style-type: none"> <li>• LCAP expected outcome is that scores should be greater than or equal to a score of a 3</li> <li>• Self-management/self-regulation we earned a 3.69 which is a slight dip from the previous year by .02 and the same as the district.</li> <li>• Scholarly habits we earned a 3.59 which is a slight increase of .04 from the previous year but .03 below district.</li> <li>• Work habits we earned a 3.30 which is .01 increases from the previous year but .16 above district average.</li> </ul>
Which prior year action steps have contributed to these areas of strength?	1A-1, 2, 3, 5; 1B-3; 1C-1
<b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?	There is still a significant achievement gap between the EL subgroup and the overall school average. Reclassification numbers –Slightly decreasing and below district. Need to consider steps for growth to improve upon skills that directly impact grades and reclassification of EL students to be successful in college and careers.
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.)	1A-1, 2, 3, 5; 1B-3; 1C-1
<b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?	Overall, PHS scores above the district averages but we need to maintain and continue to improve our current averages. In addition, we need to consider next steps to improve upon skills for all students and to figure out what additional supports our subgroups need.

## Goal Two | PERSONAL SKILLS

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

<b>SCHOOL GOAL 2A:</b>		Students will demonstrate continued growth in their attitude towards learning.									
<b>MOTIVATION</b>											
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)			<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>				<b>SCHOOL</b>			
				<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Attendance Rates*</b>	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	96.25%	96.27%	96.22%	96.42%
	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	9.10%
		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	9.00%	8.00%	9.00%	N/A
<b>Truancy Rate</b>	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	22.45%	20.55%	17.72%	N/A
<b>Dropout Rates*</b>	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	3.20%	1.40%	4.80%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.00%	4.00%	1.10%	N/A
<b>Graduation Rates*</b>	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	95.10%	97.10%	94.00%	N/A
<b>Work Habits</b>	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	3.17	3.21	3.29	3.30

<b>SCHOOL GOAL 2A:</b> <b>MOTIVATION</b>	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	
<b>Citizenship Grades</b>	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	3.37	3.40	3.50	3.47
<b>Annual Survey (Grades 3-12)</b> (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	2.88/71%	3.73/85.90%	3.99/84.46%
	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	3.04/83%	3.86/93.41%	3.89/93.79%
	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	3.12/89%	3.95/95.17%	3.98/96.29%
<b>Other Data</b>										

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.

<b>SCHOOL GOAL 2B:</b> <b>SOCIO-EMOTIONAL WELLBEING</b>	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	
<b>Annual Survey (Grades 3-12)</b> (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%	3.00/82%	4.03/94.04%	4.05/94.71%
	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%	3.07/83%	3.86/91.45%	3.90/92.36%
	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%	2.84/74%	3.64/87.06%	3.63/86.76%

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>		Students will demonstrate continued growth in their attitude towards themselves and others.						
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
"Two-Year Report" for review of individual items.								
<b>Citizenship</b>	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	3.40	3.50	3.47
<b>Other Data</b>								

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.

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.							
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>			
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
<b>Annual Survey (Grades 3-12)*</b> (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%	2.98/81%	3.82/93.70%	3.89/94.04%	
	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%	2.60/60%	3.30/79.16%	3.36/80.96%	
	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%	3.00/84%	3.73/91.85%	3.69/91.19%
		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%	2.96/79%	2.14/92.49%	3.84/90.13%
	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%	2.53/58%	2.94/69.18%	3.08/72.83%
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%	2.61/61%	2.75/62.10%	2.81/63.24%	

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Suspension rates*</b>	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	3.79	2.42	2.8
<b>Expulsion rates*</b>	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
<b>Parent involvement rates*</b>	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 go to our website @ <a href="http://www.pacificamariners.com">www.pacificamariners.com</a> to become involved. In addition, we send out a Weekly Newsletter via School Messenger and have them located on the website to provide opportunities regarding timely information. PHS has booster clubs, PTSA, SSC / ELAC, along with Parent Educational Nights that are highlighted on our marquee, website, newsletter, and School Messenger announcements to involve parents.						
<b>Survey (Parents)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.05	3.75	3.58
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.08	3.70	3.62
<b>Survey (Staff)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.24	3.92	3.92
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.20	4.02	3.98
<b>Focus groups/Interviews &amp; Other data</b>								

\* 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><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>School Goal #2A: Motivation</p> <ul style="list-style-type: none"> <li>• Attendance Rates – we have a 96.42% but our chronic absenteeism is at 9.10% which is 1.7% above the district for students that are absent 10% or more.</li> <li>•</li> </ul> <p>Graduation Rates – 94%</p> <ul style="list-style-type: none"> <li>• LCAP expected outcome is that scores should be greater than or equal to a score of a 3</li> <li>• Work Habits – 3.30 with an increase of 1.6 over the district</li> <li>• Citizenship Grades – 3.47 with a slight increase of .07 over district</li> <li>• Annual Survey</li> <li>• Growth Mindset – 3.99 with an increase of .36 over district</li> <li>• Self-Efficacy – 3.89 and slightly below the district by .04</li> <li>• Expectations – 3.98 with a slight increase over the district by .02</li> </ul> <p>School Goal #2B: Social Emotional Wellbeing</p> <ul style="list-style-type: none"> <li>• LCAP expected outcome is that scores should be greater than or equal to a score of a 3</li> <li>• Social Awareness – 4.05 with an increase of .04 over the district.</li> <li>• Emotional Care - 3.90 with an increase of .07 over the district.</li> <li>• School of Belonging &amp; School Contentedness– 3.63 with a slight decrease of .04 from the district.</li> <li>• Citizenship – 3.47 with an increase of .06 over the district.</li> </ul> <p>School Goal #2C: Climate</p> <ul style="list-style-type: none"> <li>• LCAP expected outcome is that scores should be greater than or equal to a score of a 3</li> <li>• Support for academic learning – 3.89</li> <li>• Discipline &amp; Norms – 3.36</li> <li>• Feeling Safe at school – 3.69</li> <li>• Bullying – 3.84</li> <li>• Clean facilities – 3.08</li> <li>• Well-maintained facilities – 2.81</li> <li>• Suspension rate - 2.81 increase of .41 from 15-16 but down from 14-15 by .98. Below district (3.21)</li> <li>• Expulsion rate – no report</li> <li>• Parents Survey</li> </ul>

	<ul style="list-style-type: none"> <li>• Student overall climate – 3.58</li> <li>• Adult overall climate – 3.62</li> <li>• Staff Survey</li> <li>• Student overall climate – 3.92</li> <li>• Adult overall climate – 3.98</li> </ul>
Which prior year action steps have contributed to these areas of strength?	PBIS 2A Rossier counseling services 2B
<b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?	Closely monitor social-emotional supports for students.
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.)	Consider additional supports needed by grade level to support social-emotional health of our students.
<b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?	School facilities well-maintained and clean show a decrease in favorable responses and may be attributed to school modernization projects.  PHS should closely monitor school climate to ensure safety is continually maintained.

## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A:</b>		District-wide data that are predictive of success after high school will improve annually.										
<b>COLLEGE/CAREER READINESS</b>												
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>				<b>SCHOOL</b>					
			<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>		
<b>a-g Rates*</b>	a-g Rate (Students attending all 4 years in GGUSD)	Maintain/ Improve	61.1%	62.3%	55.0%	N/A	70.8%	72%	74%			
	a-g Rate (DataQuest)	Maintain/ Improve	54.4%	53.8%	51.6%	N/A	66.10%	67.70%	57.80%	N/A		
<b>Early Academic Progress (EAP)*</b>	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	38%	26%	36%	44.0%	
		Math	Maintain/ Improve	11%	12%	15%	17%	12%	13%	20%	23.0%	
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	19%	42%	31%	34.0%	
		Math	Maintain/ Improve	39%	23%	24%	26%	49%	34%	32%	33.0%	
<b>PSAT/SAT/ACT Exams</b>	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	970	920	936	982	
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	41%	41%	465	498	
		Writing	Maintain/ Improve	38.2	37.7			40%	41%			
		Math	Maintain/ Improve	40.2	40.7	449	N/A	42%	43%	472	484	
	Average SAT Scores (New SAT)	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076					1143
		Critical	≥ 480	477	478	475	537	518	501	501	501	571

<b>SCHOOL GOAL 3A:</b> <b>COLLEGE/CAREER READINESS</b>	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		513	498	498		
		Math	≥ 530	508	506	497	<b>539</b>	538	522	522	573
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	24%	23%	23%	22.0
		English	≥ 20	20	20	21	N/A	37%	23%	22%	23.0
		Math	≥ 20	22	22	23	N/A	30%	24%	23%	23.0
		Science	≥ 20	21	21	21	N/A	1073	22%	22%	23.0
<b>Advanced Placement (AP) *</b> 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%	37%	32%	32%	35.58%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	30%	27%	28%	30.42%	
	Total AP Exams	N/A	6339	6160	7009	7471	1073	914	944	1005	
	AP Pass Rate* (exam scores 3, 4, 5)	maintain or improve	61.1%	61.4%	62.6%	64.19%	66%	63%	63.77%	66.47%	
<b>Other Data</b>											

<b>SCHOOL GOAL 3B:</b> <b>COLLEGE/CAREER SUCCESS</b>	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
<b>College Enrollment Rates (Fall enrollment)</b>	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	75%	76%	74%	73%

**SCHOOL GOAL 3B:**  
**COLLEGE/CAREER SUCCESS**

College and career entrance and completion rates will improve annually.

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
<b>immediately after High School)</b> K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	30%	30%	29%	30%	40%	33%	37%	34%
	At 2-Year College or University	41%	42%	42%	44%	35%	42%	37%	39%
<b>Persistence Rate (Freshman to Sophomore Persistence)</b> K-8 Schools: Rates reflect your feeder high school.	Overall	89% (2012)	88% (2013)	89% (2014)	89%	89%	89%	92%	91%
	At 4-Year College or University	98% (2012)	97% (2013)	96% (2014)	97%	96%	96%	97%	97%
	At 2-Year College or University	83% (2012)	83% (2013)	85% (2014)	85%	82%	83%	86%	88%
<b>Future Educational Goals</b> Annual Survey (Grades 3-12)	4-Year or Advanced Degree	N/A	84%	83%	82%	N/A	0.88	90.56%	86.88%
	2-Year	N/A	6%	7%	7%	N/A	0.0424	4.13%	7.36%
<b>CTE Pathways</b>		137	140	244	333			13	15
<b>Industry Certification</b>		N/A	N/A	N/A	664				2
<b>Articulation</b>		447	478	496	1072			43	98
<b>Internship/Work-Based Learning experience</b>		N/A	N/A	N/A	12				
<b>Alumni Groups: Surveys &amp; Focus Groups</b>									
<b>Other Data</b> 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><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>School Goal #3A: College/Career Readiness</p> <ul style="list-style-type: none"> <li>• a-g rates - above the district average by .5% for 2017</li> <li>• EAP Ready Rates</li> </ul> <p>o ELA (44%) – 8% increase from 15-16 and an 8% over the district average.</p> <p>o MATH (23%) – 3% increase from 15-16 and a 6% increase over the district average.</p> <ul style="list-style-type: none"> <li>• EAP Conditional Rates</li> </ul> <p>o ELA (34%) – 3% increase from 15-16 and a 2% increase over the district average.</p> <p>o MATH (33%) – 1% increase from 15-16 and a 7% increase over the district average.</p> <ul style="list-style-type: none"> <li>• AP</li> </ul> <p>o Enrollment Rates – 35.58% a 3.58% increase from 15-16 and a 6.08% increase over the district.</p> <p>o Test Takers – 30.42% a 1.58% increase from 15-16 and a 3.43% increase over the district.</p> <p>o Total AP Exams – 1005 up by 61 from 15-16</p> <p>o AP Pass Rate (3+) 66.47% up by 2.7% from 15-16 and a 2.28% increase over the district.</p> <p>School Goal #3B: College/Career Success</p> <ul style="list-style-type: none"> <li>• College Enrollment Rates immediately after HS – 72%;</li> <li>• 4 year – 32%;</li> <li>• 2 year – 40%; 3% increase</li> <li>• Persistence Rates (Freshmen to Sophomore)</li> <li>• 4 year – 97%</li> <li>• 2 year – 88%</li> </ul>

Which prior year action steps have contributed to these areas of strength?	3A-4
<p><b>Highlight Areas for Growth:</b></p> <p>Which data reflected areas of growth needed for your school?</p>	<p>School Goal #3B: College/Career Success</p> <ul style="list-style-type: none"> <li>• College Enrollment Rates immediately after HS – 72%; a 2% drop from 15-16 and a 4% drop from 14-15 and 1% below the district</li> <li>• 4 year – 32%; a 5% decrease</li> </ul> <p>Decrease in a-g Rate and only above the district average by .5% for 2017. We have an almost 10% decline from 2015 to 2017</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>Need to strengthen our current Actions steps.</p> <p>Continue to work on 3A-4</p>
<p><b>Other Key Findings:</b></p> <p>What does your overall data show regarding progress towards goals?</p>	<p>PHS needs to concentrate on the a-g completion rate. We have seen an increase to the community college, however, we need to ensure our students complete a-g to have choices and leave PHS being college and career ready regardless of their choices.</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.
<b>Plan Priorities</b>	Goal 1: PLC's that focus around best instructional practices and reflect on analyzing data to provide strategies for all students to be successful by focusing on school wide literacy standards. Within course alike; focus on curriculum pacing and common assessments / grading practices. Goal 2: Implement PBIS and consider next steps/levels of interventions Goal 3: Increase a-g rate and reduce our D/F rate
<b>Plan Implementation</b>	PHS has had a strong professional development for the last two years with instructional technologies and have made growth across content classes. An area of growth is within the PLC's and data analysis being timely and informing instruction. Need to reflect on the use of extension time and how do we provide timely support to directly support students so they do not receive D/F in class. Need to consider schedules; block schedule. Need to send teams to HS that have implemented and develop a plan for PHS.
<b>Strategies and Activities</b>	School wide implementation of CER has supported the critical thinking of students and have incorporated in writing across contents. A continue focus on literacy across contents and schoolwide supports that are seen between content areas is important and need to continue to develop.
<b>Involvement/ Governance</b>	Plan was developed by the leadership team with input from the faculty via department input, ELAC & SSC meetings.
<b>Outcomes</b>	Our data indicates we are continuing to move in the right direction and we are strong in our foundation. However, PHS is always striving to do what is right/best for our students.

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.**

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Academic supports for ALL Students and Targeted Interventions for Under-performing Students: Continue to increase student performance by refining and improving school-wide academic supports such as the Tutorial program, Credit Recovery options, and the explicit integration of our school's SLOs. Simultaneously, identify struggling students based on achievement gap analysis and survey data and provide targeted support for those under-performing student groups within content areas / embedded within the school day . (i.e. ELLs, SWDs, 9th graders)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Effective Instruction and CA State Standards:</b> 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.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay	0	1724
1a	Administer, collect, access and analyze data such as CAASPP, benchmarks, and CELDT scores to monitor student progress, identify gaps, and modify instruction.	Annually	Admin Instructional Leadership Team Teachers	Release time at analyze data		

**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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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1b	Increase rigor by incorporating higher level and text dependent questions into classroom instruction on a regular basis. Develop Literacy strategies across content areas.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept			
1c	Post, discuss, review, and revisit content area standards and daily objectives. GGUSD expectations are that ALL teachers implement Effective Instruction which each lesson/period begins with an Opening/Orientation and ends with Closure and that the lesson is designed around research based strategies / Gradual Release of Responsibility.	Annually	Admin Instructional Leadership Team Teachers			
1d	Differentiate instruction according to student needs, including English learners, special education, and GATE.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept			

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1e	Provide collaboration opportunities for teachers to evaluate student work, observe, and participate in instructional rounds and data walks.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept			
1f	Promote critical thinking through higher level questioning, checks for understanding, and other research based strategies to assist students in preparing for post secondary level coursework / careers.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept			
1g	PHS will commit to implementing says, means, matters across content areas as an instructional support for students. CLAIMS / SAYS: What does the text say?/ What happened? RESEARCH / MEANS (Cite text (quotation) or paraphrase): What does the author mean?/ How do I interpret this?/Read "between the lines".					

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	EVIDENCE / MATTER: Why does it matter to me or others?/Why is this important?/What is the significance?/What are the implications?					
2	<b>Professional Development:</b> 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).	Annually	Admin Instructional Leadership Team TOSA / District Instruction Dept.	Staff Development set-aside (TI)	6,750	30,000
2a	PHS will continue with work around Professional Learning Communities and the ongoing exploration of three crucial questions that will drive the work of those within a PLC: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?	Annually	Admin Teachers Instructional Leadership Team TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
2b	Provide support, release time, instructional and technological literacy training (ex. SAMR), paid after school site based technology PD, and information to teachers for the implementation of the new state standards, and Smarter Balanced Assessments.	Annually	Admin Teachers Technology Coordinator Instructional Leadership Team TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		
2c	Provide Professional Development around Effective Instructional Strategies. Provide on-going support to teachers in implementing research-based instructional strategies and best practices to support increased student achievement in all subgroups.	Annually	Admin Teachers Instructional Leadership Team TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		
2d	PHS will commit to use of structured oral language practice routines as an instructional support for English Learners. *talking chips-Think/Pair/Share-Numbered Heads-Give One/Get One-Whip	Annually	Admin Teachers Instructional Leadership Team TOSA / District	Substitute(s) for release time Extra Duty pay		

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Around/Choral Response/Clock Appointments-Lines of Communication etc.		Instruction Dept.			
2e	PHS will continue to support collaboration by course alike, cross content areas and by the Instructional Leadership Team for a common goal to work together to achieve a defined purpose / implement research-based instruction strategies and create lessons with increased rigor in order to meet new state standards.	Annually	Admin Teachers Instructional Leadership Team TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		
2f	Provide professional development for teachers, such as Systematic ELD and Constructing Meaning, to support the needs of English Learners.	Annually	Admin Teachers Instructional Leadership Team TOSA / District Instruction Dept.			
2g	Release teachers and peer coaches for co-planning/co-teaching per the district model.	Annually	Admin Teachers Instructional Leadership Team TOSA / District			

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
			Instruction Dept.			
2h	Provide resources and training to teachers to increase the level of literacy (reading, writing, listening, and speaking) and inquiry based learning across all content areas. Inquiry based labs for Next Generation Science Standards (NGSS).	Annually	Admin Teachers Instructional Leadership Team TOSA / District Instruction Dept.			
3	<b>Extended Learning/Tutoring:</b> 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)].	Annually	Admin / Counselors Instructional Leadership Team Dept. Chairs Teachers	Substitute(s) for release time Extra Duty pay		
3a	<b>Program Title or Focus:</b> APEX	Annually	Admin Teachers	<b>Staffing:</b> 2		14000

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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Academic supports for ALL Students and Targeted Interventions for Under-performing Students: Continue to increase student performance by refining and improving school-wide academic supports such as the Tutorial program, Credit Recovery options, and the explicit integration of our school's SLOs. Simultaneously, identify struggling students based on achievement gap analysis and survey data and provide targeted support for those under-performing student groups within content areas / embedded within the school day . (i.e. ELLs, SWDs, 9th graders)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	<p><b>Brief Description:</b> Credit recovery online class</p> <p><b>Estimated # students served:</b> 100 per year</p> <p>Online course work for credit to replace D or F grades in completed courses.</p>			<p><b>Materials/Supplies:</b></p> <p>Extra Duty pay</p>		
3b	<p><b>Program Title or Focus:</b> Library After School Tutoring</p> <p><b>Brief Description:</b> General tutoring after school hours in the library</p> <p><b>Estimated # students served:</b> 20 per day</p> <p>Intervention that involves re-teaching and and tutoring programs to provide opportunities for students to master core content in all departments.</p>		Admin Teachers	<p><b>Staffing:</b> 1 per day</p> <p><b>Materials/Supplies:</b></p> <p>Extra Duty Pay</p>	9600	

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
4	<b>Materials/Supplies:</b> Support instruction with supply purchases and resources for classroom needs in all content areas. (Site-LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth.)	Annually	Admin Teachers		55455.69	63223
4a	Provide materials to support base programs, GATE, English learners, special education, AP, and STEAM programs in meeting new state standards.	Annually	Admin Teachers	Course supplies for ELD, AP and STEMS programs		
5	<b>Instructional Support for Students:</b> 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).	Annually	Admin/ Counselors Teachers	3% Contingency set-aside (TI)	1,124	40,000
5a	Provide technology resources, new and replacement, to	Annually	Admin Teachers	Chromebooks Chrome Carts	95000	

**SCHOOL GOAL 1A:**  
**ACADEMIC CONTENT**

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	students and teachers essential to meeting new state standards, and administering the Smarter Balanced Assessment.					
5b	Provide targeted support for Special Education students: implement Inclusion in core classes.	Annually	Admin Teachers			
5c	Provide targeted support for Special Education students: support Resource Center implementation for 4-year college bound students.	Annually	Admin / Counselors Teachers			
5d	Implement systematic Student Study Team process.	Annually	Admin / Counselors Teachers			
6	<b>Assessment and Data Analysis:</b> Use multiple types of assessments to measure achievement and use data to	Annually	Admin Instructional Leadership Team			6,533

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	inform instruction.		Teachers			
6a	Provide and utilize information technology to retrieve, process, and communicate performance data as a tool to enhance learning.	Annually	Admin Instructional Leadership Team Teachers	Teacher Training Technology Conference		
6b	Develop a school culture that implements common assessments and collaboratively uses the data to improve student achievement within subjects and across the curriculum.	Annually	Admin Instructional Leadership Team Teachers			
7	<b>Coordinated Services:</b> 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	Annually	Admin Counselors			
<b>TOTAL BUDGET PLANNING</b>					158,329.69	141,480

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

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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	<b>Support for English Learners (EL) - English Language Development:</b> 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 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		
1a	Implement scaffolded instruction, such as Constructing Meaning, accountable talk, etc. to support ELL and at-risk students.	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept			
2	<b>Support for Reclassified English Proficient Students</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers	Substitute(s) for release time Extra Duty pay		

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	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
2a	Implement scaffolded instruction, such as Constructing Meaning, accountable talk, etc. to support ELL and at-risk students.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept			
3	<b>Writing Strategies:</b> 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.	Annually	Admin Instructional Leadership Team Teachers TOSA / District Instruction Dept.	Substitute(s) for release time Extra Duty pay		
<b>TOTAL BUDGET PLANNING</b>						

**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.

PHS WASC Self Study Identified Areas for Student Learner Needs:

Academic supports for ALL Students and Targeted Interventions for Under-performing Students: Continue to increase student performance by refining and improving school-wide academic supports such as the Tutorial program, Credit Recovery options, and the explicit integration of our school's SLOs. Simultaneously, identify struggling students based on achievement gap analysis and survey data and provide targeted support for those under-performing student groups within content areas / embedded within the school day . (i.e. ELLs, SWDs, 9th graders)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Self-Regulatory Programs:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.			0
1a	Maintain a viable certified AVID program. Place students into AVID using recruitment, application, and interview process	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.	AVID Conference AVID Field Trips AVID supplies AVID Tutors		
1b	PHS will commit to broadening the impact of AVID/AVID-like strategies school wide by: 1) focusing on time management strategies, 2) explicit instruction on how to study per content area, and 3) self advocacy skills.	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.			
2	<b>Technology:</b> Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the	Annually	Admin Instructional Leadership Team	Chrome carts/books Computers/Software Professional Development		5,000

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>	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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PHS WASC Self Study Identified Areas for Student Learner Needs:

Academic supports for ALL Students and Targeted Interventions for Under-performing Students: Continue to increase student performance by refining and improving school-wide academic supports such as the Tutorial program, Credit Recovery options, and the explicit integration of our school's SLOs. Simultaneously, identify struggling students based on achievement gap analysis and survey data and provide targeted support for those under-performing student groups within content areas / embedded within the school day . (i.e. ELLs, SWDs, 9th graders)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	classroom and training. Implement the key actions included within the District Technology Plan.			Gale Cengage Turn it in.com		
3	<b>Library Media Center:</b> 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 supplemental materials and supplies.	Annually	Admin Instructional Leadership Team	Extra Duty pay Enrichment material		7,875
3a	Provide library and technical resources for students to support a college-going culture.	Annually	Admin Instructional Leadership Team			
				<b>TOTAL BUDGET PLANNING</b>		12,875

## Goal Two | PERSONAL SKILLS

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

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

PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Practices that Build Motivation:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.			
1a	PHS will foster a growth mindset for students and staff by committing to practices that support a growth mindset and incorporate school wide the use of the phrase: "not yet".	Annually	Admin / Counselors Instructional Leadership Team Teachers TOSA / District Instruction Dept.			
1b	Implement strategies for students to develop Growth Mindset (perseverance, goal setting, skill development, self-regulatory skills) in order to promote college and career readiness.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
1c	PBIS - Create a school-wide systems of support that include proactive strategies for defining, teaching, and	Annually	Admin/Counselors Teacehrs			

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

PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	supporting appropriate student behaviors to create positive school environments by developing incentives, recognition, and awards.					
2	<b>Incentives:</b> Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	Annually	Admin / Counselors Instructional Leadership Team Teachers	Reinforcements Awards Posters		5,000
3	<b>Secondary Credit Recovery:</b> 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).	Annually	Admin / Counselors Teachers	Extra Duty pay		6708
3a	Provide Credit Recovery classes, both on site and online, for students to validate their grades to be A-G eligible	Annually	Admin / Counselors Teachers	Extra Duty pay		
3b	Provide Back-On-Track education to support success on state assessments and in meeting A-G requirements	Annually	Admin / Counselors Teachers	Liaison Interpretation for Parent Meetings		
4	<b>Attendance:</b> 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	Annually	Admin / Counselors Teachers			

<b>SCHOOL GOAL 2A:</b> <b>MOTIVATION</b>	Students will demonstrate continued growth in their attitude towards learning.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	students. Promote attendance through parent notification of policy and procedures.					
<b>TOTAL BUDGET PLANNING</b>						11,708

<b>SCHOOL GOAL 2B:</b> <b>SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Support Services/Counseling/Mental Health:</b> 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	Annually	Admin / Counselors			20,818

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	in the Youth Mental Health First Aid (YMHFA) training program.					
1a	Implement a counseling program to support students' social/emotional needs (ex. Rossier Educational Mental Health Services)	Annually	Admin / Counselors			
1b	Provide a safe campus and healthy learning environment. *Fund a Health Aide position	Annually	Admin			
2	<b>School Connectedness:</b> Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)	Annually	Admin / Counselors Teachers			
2a	Provide an orientation program for incoming students. (WAM)	Annually	Admin / Counselors Teachers			
2b	Promote student involvement in extra-curricular and co-curricular activities.	Annually	Admin / Counselors Teachers			
2c	Encourage and promote on-campus coaching	Annually	Admin / Counselors Teachers			

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
2d	Explore options for students and staff to increase school spirit and sense of belonging/ community. Work with the PBIS Committee. (ex. staff and student t-shirts, game/show giveaways, pride cards, birthday buttons, etc.)	Annually	Admin / Counselors Teachers			
3	<b>Anti-Bullying/Internet Safety:</b> Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	Annually	Admin / Counselors Teachers			
3a	Support PHS and district confidential reporting options.					
4	<b>Substance Abuse Prevention/Asset Development:</b> Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	Annually	Admin / Counselors Teachers			
				<b>TOTAL BUDGET PLANNING</b>		20,818

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Welcoming Climate: Building Relationships with students, parents, and staff:</b> Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	Annually	Admin / Counselors Teachers	School Community Liaison Worker		
1a	Sponsor events, such as Parent Education Night / classes, performances and athletic events that encourage parental involvement and build community relationships	Annually	Admin / Counselors Teachers School Community Liaison			
1b	Encourage growth of parent associations and continue to educate parents on the importance of student participation and parental support of co/extra-curricular activities.	Annually	Admin / Counselors Teachers School Community Liaison			
2	<b>Parent Community Outreach:</b> Ensure that parents/guardians are provided multiple 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers	Parent Education set-aside (TI)	375	20,674
2a	Provide parental education opportunities, such as College	Annually	Admin / Counselors Instructional			

**SCHOOL GOAL 2C:  
CLIMATE**

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

PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Awareness, Aeries Parent Portal training, PESA, 10 Commandments, 40 Developmental Assets, PSAT Score Back Night, Eighth-Grade Parent Night, Honors/AP Night, Financial Aid Night, Summer School Parent Night, AVID parent night, etc depending on grade level needs.		Leadership Team Teachers			
3	<b>Home-School Communication:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers			1410
3a	Communicate with parents through the use of School Messenger, Pacifica and district website, translation services, newsletters, Aeries Parent Portal and email.	Annually	Admin / Counselors Instructional Leadership Team Teachers	Edlio Website Management, School Messenger, Student Planners		
3b	PHS teachers will use Aeries to keep grades up to date to support parents monitoring the parent portal.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
4	<b>Facilities Maintenance:</b> Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	Annually	Admin Teachers			4883

**SCHOOL GOAL 2C:  
CLIMATE**

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

PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
4a	Provide an up to date and efficient classroom environment including furniture and equipment.	Annually	Admin Teachers	Furniture and equipment to enhance learning		
5	<b>Campus Safety:</b> 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.	2016-2017	Admin/Counselors Teachers			
6	<b>Discipline &amp; Rules:</b> Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	2016-2017	Admin / Counselors Instructional Leadership Team Teachers			
7	<b>Partnerships:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
7a	Promote community service and partnerships to encourage academic, emotional, and social well-being of	Annually	Admin / Counselors Instructional Leadership Team			

**SCHOOL GOAL 2C:  
CLIMATE**

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

PHS WASC Self Study Identified Areas for Student Learner Needs:

Social / emotional / Behavioral Supports for ALL students: Develop and implement a personalized Multi-Tiered Support System in order to better meet all students' social, emotional, and behavioral needs.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	students.		Teachers			
8	<b>Training for All Staff:</b> 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.	2016-2017	Admin / Counselors Instructional Leadership Team Teachers			
<b>TOTAL BUDGET PLANNING</b>					375	26,967

## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>College/Career Events:</b> Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
1a	PHS is committed to hosting a College Information Night along with Financial Aid Information and Scholarships to support our community. PHS is committed to looking at the needs of Grade levels and providing a night for each grade level to support post secondary options.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
1b	PHS is committed to providing college trips via the AVID program.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
1c	Implement early start and bridge programs to support college-going culture.	Annually				

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
2	<b>Student Mentoring:</b> Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
2a	College Boost program, supporting the college application, financial aid, and college selection process.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
3	<i>(Secondary Focus)</i> <b>College/Career Ready Students and a-g Focus:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
3a	Use district guidelines for appropriate placement.	Annually	Admin / Counselors Teachers			
3b	Use data-driven assessments, teacher recommendations,	Annually	Admin / Counselors Teachers			

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	grades, and auditions for placement in classes without matrices.					
3c	Develop four-year plans for ninth grade students, share them with parents, and revisit yearly.	Annually	Admin / Counselors			
3d	PHS needs to use the extension time to be focused on supporting students in a timely manner. Support for students when they are struggling with concepts to support mastery/reteaching to directly impact grades positively. Address a deficiency; a direct response to support concept mastery.					
3e	Course alike teams need to analyze D/F data to be able to provide a response to intervention at marking periods.					
3f	PHS will strategically use California College Guidance Initiative (CCGI) to ensure that all 9th-12th grade students have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. Counselors will implement lessons within CCGI by grade levels and share information with parents so ALL high school					

**SCHOOL GOAL 3A:  
COLLEGE/CAREER  
READINESS**

District-wide data that are predictive of success after high school will improve annually.

PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	seniors graduate with a thoughtful, well-informed, post-secondary plan.					
3g	PHS needs to provide monitoring and opportunity for students to validate D's to increase a-g rate.					22,434
4	<b>(Secondary Focus) Course Rigor and Advanced Placement (AP)</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
4a	AP Teacher Training/Conferences.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
4b	Identify students from underrepresented subgroups that have Honors and AP potential; encourage them to enroll in these rigorous college-level classes.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
5	<b>(Secondary Focus) College Entrance and Readiness:</b>	Annually	Admin / Counselors			

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	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.		Teachers			
5a	Increase student preparedness for and participation in college admissions exams. Provide college awareness dates/deadlines by advertising.		Admin / Counselors Teachers			
<b>TOTAL BUDGET PLANNING</b>						22,434

<b>SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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PHS WASC Self Study Identified Areas for Student Learner Needs:

Personalized Post-Secondary Pathways & Transitions: Develop and Monitor personal learning plans involving students, parents, and staff that inform the development of expanded college and career exploration options in order to prepare students for lifelong success in their intended career paths.

#	ACTION STEPS	TIMELINE AND	PERSON RESPONSIBLE	BUDGETED	FUNDING SOURCE
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		TARGET DATES		EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Student Tracker:</b> Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.	Annually	Admin / Counselors			
2	<b>College Career Pathways/Options:</b> 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.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
2a	Provide training and resources to develop two CTE pathways.	Annually	Admin / Counselors Instructional Leadership Team Teachers			
2b	Increase the variety of career-oriented class offerings based on student interest.	Annually				
2c	Provide opportunities to extend learning beyond the classroom.	Annually				
3	<b>Alumni Engagement:</b> Provide opportunities for alumni engagement and alumni outreach.	Annually	Admin / Counselors Teachers			
3a	Increase alumni involvement in regards to their college experience.	Annually	Admin / Counselors Teachers			
				<b>TOTAL BUDGET PLANNING</b>		

## Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	158,329.69
SITE-LCFF	141,480
<b>Total</b>	299,809.69

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	
<b>Total</b>	

SCHOOL GOAL 1C	
TITLE I	
SITE-LCFF	12,875
<b>Total</b>	12,875

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	11,708
<b>Total</b>	11,708

SCHOOL GOAL 2B	
TITLE I	
SITE-LCFF	20,818
<b>Total</b>	20,818

SCHOOL GOAL 2C	
TITLE I	375
SITE-LCFF	26,967
<b>Total</b>	27,342

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	22,434
<b>Total</b>	22,434

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
<b>Total</b>	

Total Allocation	
TITLE I	158704.69 Includes Extended Day Allocation of \$12461
SITE-LCFF	236,282

Total Expenditures	
TITLE I	158,704.69
SITE-LCFF	236,282

Balance	
TITLE I	0
SITE-LCFF	0



Pacifica High School

## 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.

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. and ongoing parent meetings to disseminate information.

The schedule of parent meetings and parent education opportunities are disseminated to parents through our registration materials, Back to School Night, our school website, School Messenger and the Pacifica Pride Newsletter.

- A calendar of parent meetings and events is available to all parents through our website.
- Parent meetings are monthly and are offered in English, Korean, and Spanish and a Quarterly Meeting: Coffee with the Principal
- We meet up to four times a year as an English Language Advisory (dates available through registration materials and school website)

#### **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.

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.

- Our school developed the policy with parent input gathered through surveys, parent meetings, School Site Council meetings, and ELAC meetings.
- Our school distributes the policy via the website, back-to-school night, and back-to-school parent information packets, Pacifica Pride Newsletter. The policy is also available in the school office.

### **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.

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.

- Our annual parent survey provides parents an opportunity to provide input into parent involvement needs. These results from the survey are shared with staff and parents, which help to guide the action planning process for the school site.
- Through staff meetings and professional development opportunities, teachers and other staff are educated about the value of parent contributions and how to work with parents as equal partners.
- Our staff facilitates a monthly parent education meetings that incorporates elements of PESA (Parent Expectation Student Achievement), 10 Educational Commandments and 40 Developmental Assets but also includes pertinent and timely topics specifically targeted at issues involving parenting teens. Parents have input into meeting agendas and outside resources and experts are brought in to assist parents in addition to teachers and school staff.

### **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.

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.

- Our school offers monthly parent meetings in three language groups (English, Spanish, and Korean). The curriculum is a combination of PESA, 10 Educational Commandments, 40 Developmental Assets, College and Career Readiness, and the most recent research on supporting mental health issues.
- Our school offers College Resources, Financial Aid nights along with other parent nights depending on grade level needs.
- Our school offers back to school night, open house, incoming 9th grade PHS Life Night.

**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.

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.

- Our school invites parents to participate on the School Site Council, English Language Advisory Council, WASC Parent Groups, Booster Clubs, Parent Teacher Student Association. Parents are also involved in the development of the school plan and are given an opportunity to provide feedback into school actions through monthly parent meetings and the annual parent survey.

**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"> <li>• Literacy development across the curriculum</li> <li>• Instructional strategies in mathematics</li> <li>• Language acquisition for English learners</li> <li>• Content area strategies</li> <li>• Intensive intervention</li> <li>• Scholarly habits and motivation</li> </ul>
	<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"> <li>• Providing professional development opportunities in parent education programs</li> <li>• Serving as a link to parent and community resources</li> <li>• Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites</li> <li>• Coordinating parent education and community outreach meetings</li> </ul>
	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"> <li>• Developing and monitoring the school budget and preparing financial reports;</li> <li>• Monitoring the implementation of state and federally funded programs;</li> <li>• Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan;</li> <li>• Coordinating staff development in areas of emphasis and serving as a resource in additional areas.</li> <li>• Indirect costs at state approved rate, other centralized services costs such as printing, maintenance, other services.</li> </ul>
	<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 10<sup>th</sup> and 11<sup>th</sup> 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	<b>Site – Local Control Funding Formula (LCFF)</b> <u>Purpose:</u> Support high need students, low Income, English Learners, foster and homeless youth.	\$-	FEDERALLY FUNDED PROGRAMS	<b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	X
	<b>After School Education and Safety Grant (ASES)</b> <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
<b>21st Century After School Safety and Enrichment for Teens (ASSETS) OR CLCC</b> <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$	<b>Title III, Part A: Immigrant Students</b> <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.		X	
FEDERALLY FUNDED PROGRAMS	<b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			
	<b>Title I, Part A: Targeted Assistance Program (TAS)</b> <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$100438			
	<b>Title I, Part A: Program Improvement (PI)</b> <u>Purpose:</u> Assist Title I schools that have failed to meet targets for one or more identified student groups.	\$59,762			
	<b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			

**SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT**

**Pacifica 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		

**SECTION D: CATEGORICAL PERSONNEL**

<b>Title of Position (Currently in place)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for categorical positions</b>
Health Assist	0.4375	1	Title I	XSite LCFF	2B-1b
School Community Liaison Wrkr Spanish	0.4375	1	Title I	XSite LCFF	2C-1
School Testing Clerk	0.4375	1	Title I	XSite LCFF	1A-1a
Bi-Ling Aide	0.4375	1	Title I	XSite LCFF	1A-5
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

<b>Title of Position (Possible requests)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for Title I funded positions</b>
			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.

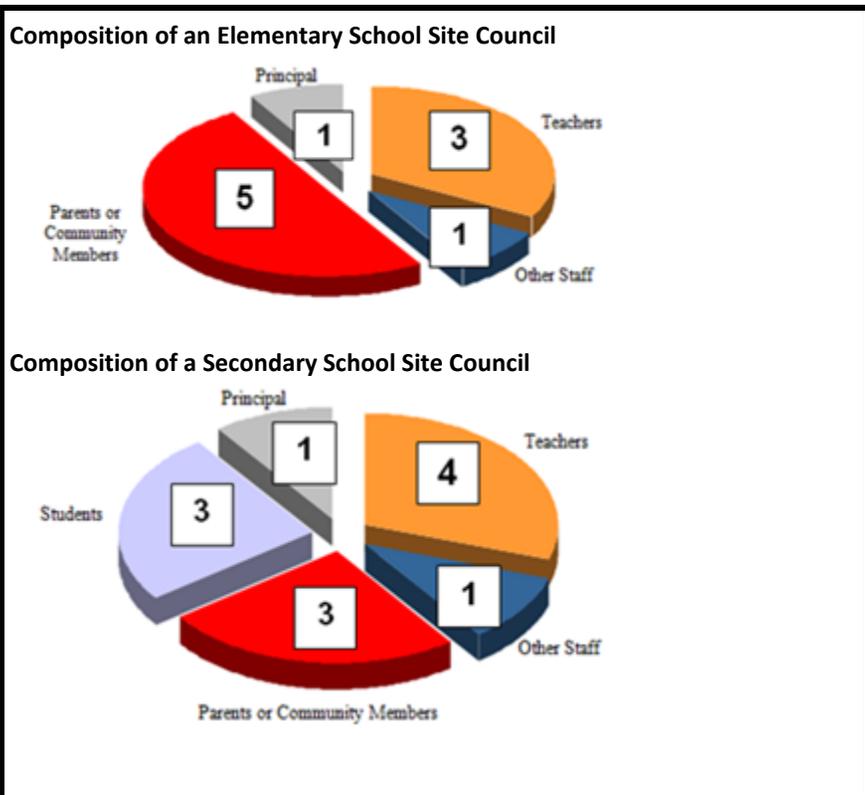
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for 3 years.

### Pacifica 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.

Composition of an Elementary School Site Council Composition of a Secondary School Site Council	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><b>Composition of an Elementary School Site Council</b></p> <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><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><tr><td>Parents or Community Members</td><td>5</td></tr></tbody></table> <p><b>Composition of a Secondary School Site Council</b></p> <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Principal</td><td>1</td></tr><tr><td>Teachers</td><td>4</td></tr><tr><td>Other Staff</td><td>1</td></tr><tr><td>Students</td><td>3</td></tr><tr><td>Parents or Community Members</td><td>3</td></tr></tbody></table>	Category	Count	Principal	1	Teachers	3	Other Staff	1	Parents or Community Members	5	Category	Count	Principal	1	Teachers	4	Other Staff	1	Students	3	Parents or Community Members	3	<p><b>a. Peer selection process:</b> 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"><li>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.</li><li>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.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b> The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>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.</li></ol>
Category	Count																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Parents or Community Members	5																						
Category	Count																						
Principal	1																						
Teachers	4																						
Other Staff	1																						
Students	3																						
Parents or Community Members	3																						



**Pacifica 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**

<b>STAFF MEMBERS (6)</b>	
	<b>Principal</b>
1.	Steve Osborne
	<b>Teachers</b>
2.	Kelly Powers
3.	Adrian Fernandez
4.	Angela Liogys
5.	
	<b>Other Staff</b>
6.	Noel Martin

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Moe Ramirez
2.	Lisa Belthius
3.	Tacy Foreman
	<b>Students</b>
4.	Mark Naspasa
5.	Rachel Nguyen
6.	Nimani Phanthavong

**NOMINATION PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW WERE NOMINATIONS MADE?</b>	<b>DATE</b>
1. <b>Teachers</b>	Nomination Ballot or XVerbal at meeting	8/28/17
2. <b>Other Staff</b>	Nomination Ballot or XVerbal at meeting	8/28/17
3. <b>Parents</b>	XNomination Ballot or Verbal at meeting	9/27/17

**VOTING PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW DID VOTING OCCUR?</b>	<b>DATE</b>
1. <b>Teachers</b>	Voting ballot Ballot or X Hand Vote and Tally	8/28/17
2. <b>Other Staff</b>	Voting ballot Ballot or X Hand Vote and Tally	8/28/17
3. <b>Parents</b>	X Voting ballot Ballot or Hand Vote and Tally	9/27/17

**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.

### Pacifica 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.

<p><b>Composition of English Learner Advisory Committee</b></p> <p><b>COMPOSITION REQUIREMENTS</b></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><b>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</b></p> <p><b>a. Voting Process by parents of English learners:</b> 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"><li>1. <b>Ballot By Mail:</b> 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.</li><li>2. <b>Voice Vote:</b> 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.</li><li>3. <b>Back To School Night Election:</b> 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.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b></p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>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.</li></ol>
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**Pacifica 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.	Robin Patterson
2.	Tom Duggan
3.	Mayra Navarro
4.	Tan Luong
5.	Sung Woo Chang
6.	Leslie Maldonado

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Guillermina Martinez	
2.	Josefina Gonzalez	
3.		
4.		
5.		
6.		

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
	÷		=		≥	

\* 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)
Sung Woo Chang & Tan Luong

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
November 13, 2017

HOW WERE NOMINATIONS MADE?	DATE	HOW DID VOTING OCCUR?	DATE
Check One: XNomination Ballot or Verbal at Meeting	10/31/17	Check One: XVoting Ballot or Hand Vote & Tally	10/31/17

## 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: 5/23/19**

*Attested:*

*Please keep documents with original signatures at school site.*

POSITION	TYPED NAME	SIGNATURE	DATE
Chairperson/Parent	Adrian Fernandez		6-8-18
Parent	Lisa Belthius		6-8-18

**SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS**

Attested:

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Parent	Moe Ramirez		6-8-18
Teacher	Kelly Powers		6-8-18
Parent	Tracy Foreman		6-8-18
Teacher	Angela Liogys		6-8-18
Student	Nimani Phanthavong		6-8-18
Student	Mark Naspasa		6-8-18
Student	Rachel Nguyen		6-8-18
Student	Leslie Maldonado		6-8-18
Principal	Robin Patterson		6-8-18
Other Staff/Classified	Noel Martin		6-8-18

## 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.

<b>SCHOOL SITE COUNCIL</b>	Typed Name of Chairperson	Signature	Date
	Adrian Fernandez		
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Guillermina Martinez		
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Noel Martin		
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Steve Osborne		