

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



2018-2019
School Plan for Student Achievement
For
Ocia A. Peters Elementary School K-3

GGUSD Mission

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

SSC Approved: 5/14/18

GGUSD Vision

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

Board Approved: July 17, 2018.

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

Check those that apply:

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

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

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

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

(1) Data Analysis Tool: Comprehensive Needs Assessment

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

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

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

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

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

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

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

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

(3) District Goal Statements

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

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

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

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

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

SECTION B

School Parental Involvement Policy (SPIP)

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

COMMON PAGES (SECTIONS C THROUGH F)

SECTION C

Centralized Services and Support for Planned Improvement in Student Performance

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment & Site-LCFF Expenditures

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Planning Tool

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

PROGRAM IMPROVEMENT REQUIREMENTS

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

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

To be included with SPSA for Title I PI Schools

**STATE DATA TABLES
SECTION A**

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				11	20	8	32	70	46	32	5	35	25	5	12
1	17	12	12	27	39	42	37	37	31	16	9	13	3	3	2
2	1	2	12	23	13	33	44	45	44	26	31	8	6	8	3
3	5	4		18	13	14	43	47	54	24	21	26	9	15	6
4	10	11	8	32	28	29	34	44	44	16	14	12	8	3	7
5	11	16	11	40	36	41	32	30	29	14	14	16	3	3	3
6	13	7	12	44	34	33	31	45	38	9	9	13	3	5	4
Total	9	9	9	28	28	32	37	42	39	19	16	15	7	6	4

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
K		1		6	5	5	25	28	24	26	31	31	43	35	40
1	17	12	12	27	38	39	35	36	30	16	10	13	6	5	5
2	1	3	12	22	12	33	41	44	44	24	30	7	11	10	4
3	5	4		17	14	13	42	44	52	23	19	25	12	19	9
4	10	11	9	31	28	29	35	44	42	16	14	12	9	4	9
5	11	16	11	39	35	40	31	30	29	14	13	15	5	6	5
6	13	10	11	44	33	32	31	43	37	10	9	13	3	5	7
Total	8	8	8	24	23	28	34	37	36	19	19	17	15	13	12

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 3	207	161	179	205	156	174	204	156	174	99.0	96.9	97.2
Grade 4	216	213	178	216	213	178	216	213	178	100.0	100	100
Grade 5	161	211	219	161	206	215	161	206	215	100.0	97.6	98.2
Grade 6	208	169	216	208	168	213	208	168	213	100.0	99.4	98.6
All Grades	792	754	792	790	743	780	789	743	780	99.7	98.5	98.5

* 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 3	2401.4	2430.4	2441.7	21	32	37.36	17	19	16.67	19	15	18.39	42	33	27.59
Grade 4	2456.9	2467.4	2472.5	28	31	32.02	14	19	23.60	19	15	10.11	38	35	34.27
Grade 5	2501.0	2510.7	2511.1	30	31	29.30	21	19	25.12	15	19	13.49	34	31	32.09
Grade 6	2536.6	2558.1	2553.2	24	34	31.46	27	24	29.11	24	24	20.66	25	18	18.78
All Grades	N/A	N/A	N/A	26	32	32.31	20	20	23.97	20	18	15.77	35	30	27.95

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 3	20	27	33.33	38	40	31.03	43	33	35.63
Grade 4	22	23	29.78	42	41	42.70	36	37	27.53
Grade 5	30	31	26.64	33	34	40.65	37	34	32.71
Grade 6	29	35	31.92	38	39	42.72	33	26	25.35
All Grades	25	29	30.30	38	39	39.54	37	33	30.17

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 3	23	30	37.36	35	37	35.63	43	34	27.01
Grade 4	29	26	34.27	36	43	35.39	35	31	30.34
Grade 5	35	33	42.52	32	35	36.92	33	32	20.56
Grade 6	31	40	34.74	38	36	43.19	31	23	22.07
All Grades	29	32	37.36	35	38	38.00	35	30	24.65

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 3	14	24	23.56	59	61	57.47	27	15	18.97
Grade 4	21	20	23.60	54	63	54.49	25	17	21.91
Grade 5	20	22	22.43	58	56	57.94	22	21	19.63
Grade 6	17	20	18.31	68	71	66.67	15	10	15.02
All Grades	18	21	21.82	60	62	59.44	22	16	18.74

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 3	20	32	38.51	44	38	40.80	36	30	20.69
Grade 4	25	34	30.90	41	46	43.82	33	21	25.28
Grade 5	32	34	36.45	40	45	35.05	28	21	28.50
Grade 6	33	44	43.19	50	45	42.72	17	11	14.08
All Grades	27	36	37.48	44	43	40.44	29	21	22.08

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	207	161	179	206	159	178	205	159	178	99.5	98.8	99.4
Grade 4	216	213	178	216	213	178	216	213	178	100.0	100	100
Grade 5	161	211	219	161	207	218	161	207	218	100.0	98.1	99.5
Grade 6	208	168	217	208	166	214	208	166	214	100.0	98.8	98.6
All Grades	792	753	793	791	745	788	790	745	788	99.9	98.9	99.4

* 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 3	2416.2	2439.8	2443.3	21	31	29.78	18	18	23.03	22	21	17.42	37	30	29.78
Grade 4	2459.9	2475.6	2481.7	19	24	28.09	19	23	20.22	30	28	28.65	32	26	23.03
Grade 5	2501.5	2507.2	2502.2	28	28	25.23	12	12	17.43	24	27	22.94	36	34	34.40
Grade 6	2545.2	2575.3	2548.3	32	42	29.91	13	14	18.69	29	24	23.36	25	20	28.04
All Grades	N/A	N/A	N/A	25	30	28.17	16	17	19.67	27	25	23.10	33	28	29.06

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	41	39.89	28	25	29.78	44	34	30.34
Grade 4	25	35	36.52	26	28	28.09	49	37	35.39
Grade 5	31	32	27.52	27	23	31.65	42	45	40.83
Grade 6	34	49	35.51	33	23	28.97	33	27	35.51
All Grades	30	39	34.52	28	25	29.70	42	36	35.79

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	33	34.83	40	33	37.08	40	34	28.09
Grade 4	21	23	30.90	38	42	37.08	40	35	32.02
Grade 5	24	27	25.69	33	37	35.32	43	36	38.99
Grade 6	28	41	27.57	41	31	38.79	31	28	33.64
All Grades	23	30	29.44	38	36	37.06	38	34	33.50

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	43	33.71	42	36	38.76	31	20	27.53
Grade 4	21	27	34.27	40	42	37.08	39	31	28.65
Grade 5	24	26	22.48	39	39	39.91	38	36	37.61
Grade 6	31	39	32.24	44	40	39.72	25	21	28.04
All Grades	26	33	30.33	41	39	38.96	33	28	30.71

District and School Overview

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

		DISTRICT						SCHOOL					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrollment	Overall	47,599	46,936	46,177	45,252	44,223	43,163	1,205	1,180	1,228	1,228	1,257	1236
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	DataQuest Enrollment Data (for school level, by grade)					
	Intermediate	7,512	7,506	7,113	7,157	7,050	6,906						
	High School	15,143	14,881	14,810	14,535	14,369	14,244						
Ethnicity	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	65.5%	64.7%	65.6%	65.2%	64.5%	63.75%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	1%	0.1%	%	%	%	%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	28.9%	29.4%	29.4%	29.2%	30.3%	30.99%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	0.2%	0.3%	0.2%	0.2%	0.1%	0.16%
	Filipino	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	1.3%	1.3%	1.1%	1.5%	1.4%	1.21%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	0.4%	0.4%	0.2%	0.3%	0.3%	0.65%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	3.3%	3.6%	3.0%	3.0%	2.5%	2.18%
Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	0.3%	0.3%	0.4%	0.2%	0.6%	0.65%	
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	53%	55%	58%	52%	51.1%	51.5%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		79.2%	82.8%	80.0%	75.4%	74.8%	77.5%



DATA ANALYSIS TOOL

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

Goal One | ACADEMIC SKILLS

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

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.							
DATA TO INFORM PROGRESS TOWARDS GOAL <small>(Those marked with an asterisk (*) are required by LCAP regulations)</small>		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
State standardized assessments* (See State Data Tables for additional details and disaggregated reports)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 49% ES (6) 49% IS (8) 54% HS (11) 62%	Overall 55% ES (6) 56% IS (8) 58% HS (11) 66%	Overall 58% ES (6) 59% IS (8) 59% HS (11) 67%	39%	52%	56.28%	
	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%	40%	47%	47.84%	
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 43% ES 26% IS 62% HS 60%	Overall 39% ES 23% IS 61% HS 64%	Overall 56% ES 53% IS 60% HS 59%	34%	31.7%	43.9%	
	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%	51%	54.9	40.9%	
Grades/Report Cards	The average GPA for all students ①	maintain/ improve	IS 2.94 HS 2.74	IS 2.95 HS 2.80	IS 2.95 HS 2.80	2.82	2.82	3.24	
	D/F Rate ① (All courses, Spring Semester 2015)	Ds	improve	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	9.7%	9.68%	6.86%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	5.6%	6.8%	1.66%
Other Data									

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

SCHOOL GOAL 1B: ACADEMIC ENGLISH		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
State Standardized Assessments (English learner (EL) subgroup)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 17% ES (6) 18% IS (8) 14% HS (11) 15%	Overall 20% ES (6) 25% IS (8) 15% HS (11) 19%	Overall 20% ES (6) 23% IS (8) 16% HS (11) 21%	11%	13%	17.36%
	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%	15%	12%	14.11%
CELDT and AMAOs* (See State Data Tables for additional details and disaggregated reports)	CELDT Criterion For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.	improve	45%	48%	50%	63.2%	58.7%	34%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	15/2.3%	71/9.9%	40/6.2%
District Assessments (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 15% ES 10% IS 28% HS 25%	Overall 13% ES 8% IS 28% HS 24%	Overall 22% ES 23% IS 25% HS 20%	10%	10%	6.6%
	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%	38%	45.8%	33.9%
Grades/Report Cards (EL subgroup)	The average GPA for English Learners ⓘ	improve	IS 2.47 HS 2.18	IS 2.48 HS 2.25	IS 2.52 HS 2.29	2.28	2.25	2.33

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
D/F Rate for English Learners ① (All courses, Spring Semester 2015)	Ds	improve	IS 13.37% HS 15.03%	IS 12.79% HS 14.5%	IS 12.19% HS 14.46%	15.2%	16.04%	20.00%
	Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	10.5%	10.12%	3.33%
Other Data								

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

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Self-Management/Self-Regulation	≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	3.19/82%	4.18/95.38%	4.12/95.34%
	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%	3.22/84%	4.23/95.55%	4.28/96.11%
Work Habits	Work Habits	≥ 3.0	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.02	3.21	3.37
Other Data								

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

GOAL 1 Data Review

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

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	<p>The percentage of students who met or exceed ELA and Mathematics standards increased from the previous year and the site's growth percentage was higher in both ELA and Math than the district growth. The percentage of students at or above proficient on district benchmarks in English Language Arts on the trimester 3 district assessment increased 12.2% from the previous school year. Students scored higher than the district average in Self-Management/Self-Regulation and Scholarly Habits.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>1A (1a-1d) Utilized an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals; 1A (2a-2f) Maintained a strong program of professional development to support instruction leading to increased student achievement; 1B (1a-3a) Provide English Learners with an English language development program designed to meet their instructional needs. 1C (1a) Focused on Character Strengths that were used school-wide to promote growth mindset.</p>
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	<p>The percentage of students at or above proficient on district benchmark in math for the trimester 3 is below the previous school year. The percentage of EL students at or above proficient on district benchmark in math and ELA for the trimester 3 is lower the previous school year and below the district average.</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>Teachers will be provided professional development opportunities throughout the school year. School leadership teams (Instructional Leadership Teams, Grade Level Chairs, Procedural Leadership Team, Technology Representative/Team) will disseminate information gained from site and district trainings to grade level teams. Teachers will use data-driven formative assessments to drive instruction and will determine intervention and enrichment needs for individual students. Teachers will continue to be trained on to use technology as a tool to enhance student learning.</p>
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	<p>The data suggests that students demonstrate a continued growth in scholarly habits that allows them to control and monitor their own learning for improved academic success.</p>

Goal Two | PERSONAL SKILLS

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

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.										
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
Attendance Rates*	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	96.93%	96.46%	96.51%	97.51%	
	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	0.00%	
		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	4.00%	6.00%	5.00%	N/A	
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	12.42%	12.57%	14.21%	N/A	
Dropout Rates*	Middle School Dropout Rate (dropouts/enrollment) District Data Only	Grade 7	Improve	17/3645 0.5%	38/3794 1.0%	18/3646 0.5%	N/A	N/A	N/A	N/A	N/A	
		Grade 8	Improve	11/3718 0.3%	16/3861 0.4%	6/3511 0.2%	N/A	N/A	N/A	N/A	N/A	
	High School Dropout Rate	Cohorts dropout rate		Improve	9.1%	8.0%	6.2%	N/A	6.60%	3.10%	4.10%	N/A
		Annual adjusted grade 9-12 dropout rate		Improve	2.5%	2.1%	1.6%	N/A	1.70%	0.70%	0.70%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	92.50%	96.00%	95.90%	N/A	
Work Habits	Work Habits		≥ 3.0	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.04	3.02	3.21	3.37	

SCHOOL GOAL 2A: MOTIVATION	Students will demonstrate continued growth in their attitude towards learning.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
Citizenship Grades	Citizenship	≥ 3.0	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.32	3.34	3.44	3.55
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Growth Mindset	≥ 3.0	N/A	ES 3.17/78% IS 3.07/77% HS 2.94/73%	ES 3.84/82% IS 3.82/85% HS 3.58/83%	ES 3.67/84% IS 3.77/83% HS 3.63/76%	N/A	2.51/54%	4.14/85.39%	4.44/92.90%
	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	3.27/86%	4.55/98.17%	4.57/97.72%
	Expectations	≥ 3.0	N/A	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	3.42/91%	4.59/98.12%	4.66/99.53%
Other Data										

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

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to	Social Awareness	≥ 3.0	ES 3.09/83% IS 2.92/77% HS 2.98/81%	ES 4.06/80% IS 3.98/75% HS 3.96/74%	ES 4.11/94% IS 4.01/94% HS 4.01/94%	3.36/88%	4.43/97.03%	4.50/99.17%
	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%	3.36/77%	3.94/81.96%	4.28/90.46%
	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%	3.32/86%	4.59/95.89%	4.61/96.27%

SCHOOL GOAL 2B:	Students will demonstrate continued growth in their attitude towards themselves and others.						
SOCIO-EMOTIONAL WELLBEING							

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
“Two-Year Report” for review of individual items.								
Citizenship	Citizenship	≥ 3.0	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.34	3.44	3.55
Other Data								

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

SCHOOL GOAL 2C:	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
CLIMATE							

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL				
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17		
Annual Survey (Grades 3-12)* (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Climate of support for academic learning	≥ 3.0	ES 3.39/90% IS 3.13/86% HS 3.02/83%	ES 4.24/95% IS 4.06/96% HS 3.85/94%	ES 4.27/95% IS 4.08/96% HS 3.93/95%	3.47/91%	4.54/97.26%	4.55/96.58%	
	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%	2.82/63%	3.76/83.30%	3.78/87.99%	
	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%	3.27/82%	4.35/93.84%	4.55/96.89%
		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%	2.21/39%	3.25/51.37%	3.38/70.00%
	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%	2.40/47%	3.44/79.45%	3.69/85.71%
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%	2.96/73%	N/A/N/A	N/A/N/A	

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspension rates*	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	2.74	2.59	3.0
Expulsion rates*	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs: The school has representative(s) that regularly attends: 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. PTO, Family Nights, Parent Education, SSC						
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.45	4.48*	4.15
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.5	4.51*	4.24
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.38	4.44	4.20
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.37	4.06	3.58
Focus groups/Interviews & Other data								

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

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

GOAL 2 Data Review

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

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	Students scored higher than the district average in percentage of favorable responses in continued growth in their attitude toward learning (growth mindset, self-efficacy, expectations), towards themselves and others (Social Awareness; Emotional Care; Sense of belonging and School Connectedness), and in school climate (support for academic learning, discipline, safety, facilities maintenance).
Which prior year action steps have contributed to these areas of strength?	Character traits (self-control, empathy, integrity, grit, embracing diversity) along with growth mindset are reinforced daily in classrooms and on the playground. These habits of the mind are also highlighted at monthly assemblies and help motivate students to have high expectations and demonstrate continued growth in their attitudes towards themselves and others.
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	Around 30% of students surveyed feel bullying is evident at 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.)	Areas of growth will be addressed through outside consultant assemblies addressing bullying and through monthly assemblies highlighting positive character traits.
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	Students believe in themselves by having a Growth Mindset, they have a belief in their ability to succeed in specific situations to accomplish a task, and students hold themselves to the high expectations that their teachers set for them.

Goal Three | LIFELONG SUCCESS

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

SCHOOL GOAL 3A:		District-wide data that are predictive of success after high school will improve annually.									
COLLEGE/CAREER READINESS											
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
a-g Rates*	a-g Rate (Students attending all 4 years in GGUSD)	Maintain/ Improve	61.1%	62.3%	55.0%	N/A	48.8%	58%	56%		
	a-g Rate (DataQuest)	Maintain/ Improve	54.4%	53.8%	51.6%	N/A	51.90%	47.90%	49.50%	N/A	
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	26%	32%	33%	40.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	12%	12%	15%	15.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	15%	34%	34%	33.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	30%	22%	20%	26.0%
PSAT/SAT/ACT Exams	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	Maintain/ Improve	870	880	893	N/A	880	870	899	922
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	40%	39%	455	467
		Writing	Maintain/ Improve	38.2	37.7			39%	38%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	40%	40%	444	455
	Average SAT Scores (New SAT)	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076				1084
		Critical	≥ 480	477	478	475	537	479	475	475	544

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
	2016-17)	Reading									
		Writing	478	478	473		482	476	476		
		Math	≥ 530	508	506	497	539	505	499	499	539
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	24%	23%	23%	21
		English	≥ 20	20	20	21	N/A	27%	22%	23%	21
		Math	≥ 20	22	22	23	N/A	23%	23%	24%	22
		Science	≥ 20	21	21	21	N/A	1170	22%	22%	21
Advanced Placement (AP) * K-8 Schools: Rates reflect your feeder high school.	AP Enrollment Rates* (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	3514 23.6%	3493 23.6%	3885 27.7%	4120 29.5%	27%	30%	31%	33.21%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	23%	26%	29%	29.93%	
	Total AP Exams	N/A	6339	6160	7009	7471	1170	1191	1449	1383	
	AP Pass Rate* (exam scores 3, 4, 5)	maintain or improve	61.1%	61.4%	62.6%	64.19%	58%	67%	64.80%	69.56%	
Other Data											

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS	College and career entrance and completion rates will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
College Enrollment Rates (Fall enrollment)	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	70%	69%	72%	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	
immediately after High School) K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	maintain or improve	30%	30%	29%	30%	30%	24%	27%	27%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	40%	45%	45%	46%
Persistence Rate (Freshman to Sophomore Persistence) K-8 Schools: Rates reflect your feeder high school.	Overall	maintain or improve	89% (2012)	88% (2013)	89% (2014)	89%	86%	88%	91%	89%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	97%	94%	97%	96%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	81%	84%	87%	85%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.85	83.71%	80.12%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0416	7.62%	8.07%
CTE Pathways			137	140	244	333			25	58
Industry Certification			N/A	N/A	N/A	664				126
Articulation			447	478	496	1072			86	138
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				2
Alumni Groups: Surveys & Focus Groups										
Other Data Note: Student tracker data not yet available										

GOAL 3 Data Review

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

Key Questions	Analysis
<p>Highlight Strengths: Which data reflected strengths for your school?</p>	It appears that students are at or above the district average in Early Academic Progress (EAP). The percentage of students enrolled in at least one Advanced Placement (AP) class and number of AP test takers is higher than the district average.
Which prior year action steps have contributed to these areas of strength?	1A (1a-1d) Utilized an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals; 1A (2a-2f) Maintained a strong program of professional development to support instruction leading to increased student achievement; 1B (1a-3a) Provide English Learners with an English language development program designed to meet their instructional needs. 1C (1a) Focused on Character Strengths that were used school-wide to promote growth mindset. Parent classes (nutrition classes, Ten-Commandments) are provided throughout the year to educate parents and provide resources to help their child/children become successful student and citizens.
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	The percentage of students enrolling in postsecondary education is below the district average.
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.)	Teachers will be provided professional development opportunities throughout the school year. School leadership teams (Instructional Leadership Teams, Grade Level Chairs, Procedural Leadership Team, Technology Representative/Team) will disseminate information gained from site and district trainings to grade level teams. Teachers will use data-driven formative assessments to drive instruction and will determine intervention and enrichment needs for individual students. Teachers will continue to be trained on to use technology as a tool to enhance student learning. We will continue to utilize community liaisons to provide educational classes/programs to educate parents on the pathway to postsecondary education and provide opportunities to support our families.
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	It appears that our focus on academic and personal skills are contributing to the success of our students when they transition to our feeder intermediate and high schools.

School Plan for Student Achievement Annual Evaluation

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

Section	Annual Evaluation Summary Description Use the guiding questions above and provide a summary response for each area of evaluation.
Plan Priorities	<p>1. Effective Instruction and CA State Standards: Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration. Expenditures Supporting Priorities: Substitute Teachers, Professional Literature, TOSA support, Teacher Extra Duty, Intervention Materials.</p> <p>2. Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction. Expenditures Supporting Priorities: Substitute Teachers, Professional Literature, TOSA support, Teacher Extra Duty, Intervention Materials.</p>
Plan Implementation	<p>The following strategies in the current SPSA were fully implemented as described in the plan: Teachers progress monitored at-risk students in order to address areas of need during small group instruction. Teachers provided targeted, explicit support to students at-risk during Panda Power Hour (RTI). Teachers used data to determine who needed extra support and the areas in which they needed extra support. Teachers integrated technology into daily instruction to enhance the instructional program. Teachers participated in ILT in order to improve collaboration, instructional practices, and student achievement with emphasizing on ELA/ELD, discourse, multiple district initiatives. All teams (K-3) were provided follow-up training for Multiple Initiatives to include school-wide focus and district initiatives. Some teachers attended the Computer Using Educators (CUE) conference to focus on how to use technology to enhance student learning and provided follow-up training to grade level during weekly collaboration. Teachers participated in leadership opportunities to support the district's multiple initiatives and school-wide focus areas which included: ELA Leadership Team, DEMO teachers, Grade Level Chairperson, ILT Facilitator and Coding/Robotics. Teachers received on-going after school technology training with emphasis on enhancing student learning across curriculums. Teachers analyzed data to determine students that in need of extra support.</p> <p>We need to continue look at data in order to support our English Learners through our integrated and designated English Language Development program. Incorporating goal setting for students and teachers will help ensure that English learner acquire full proficiency in English as rapidly as effectively as possible.</p>

<p>Strategies and Activities</p>	<p>Teachers progressed monitored at-risk students in order to address areas of need during small group instruction. Teachers provided targeted, explicit support to students at-risk during Panda Power Hour (MTSS). teachers monitored the growth of at-risk students using teacher observation, daily/weekly quizzes, and topic/unit assessments. Teachers scaffolded instruction, strategies, and support based on students’ current levels, with the goal that all students reach proficiency. Teachers collaborated weekly to ensure curricula is best implemented and to determine the best support for all students. Teachers used current data to determine who needs extra support and the areas in which they need extra support. Teachers analyzed grade level standards utilizing the California Frameworks to plan and deliver standards based lessons and assessments.</p> <p>Based on an analysis of the strategies/activities the conclusion can be drawn they were all effective in approving student achievement. Based on the analysis in order to continue to see student growth there needs to be timely implementation of site and district initiatives, follow-up and support of that implementation, and initiatives needs to be cared out with fidelity. At-risk students need to be provided targeted extra support, teacher need to have meaningful weekly collaboration on how to improving instruction, and all teachers need to use student data to drive instruction utilizing California Frameworks to plan and deliver standards based lessons and assessments.</p>
<p>Involvement/ Governance</p>	<p>The School Site Council (SSC) and various advisory committees (ILT, GLC, ELAC, FAC, PTO) met regularly to provide input and advice in developing the the plan. Continued transparency will continue as an important measure in ensuring the involvement of all stakeholders to adequately monitor planned activities and outcomes.</p>
<p>Outcomes</p>	<p>All students developed the academic skills necessary for continual individual growth towards mastery of grade level standards. As a site, we still need to continue to support students in content emphasizing critical thinking and problem solving skills through effective instruction and the implementation of the CA State Standards.</p> <p>We need to continue to provide support for our English Learners to demonstrate continued growth toward mastery of Academic English and to be designated English language proficient. We will support EL and RFEP students through the use of instructional strategies within the effective instruction framework. We will also continue to support 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.</p>

California Education Code Section 64001(g): Form G

Section A: Planned Improvements in Student Performance

Goal One | ACADEMIC SKILLS

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

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Effective Instruction and CA State Standards: Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration.	on-going 2018-19	Principal, TOSA, Teachers	Substitute Teachers, Professional Literature, TOSA support, Teacher Extra Duty, Intervention Materials,	3000	3000
1a	Teachers will progress monitor at-risk students in order to address areas of need during small group instruction. <ul style="list-style-type: none"> All teachers in grades K-2 will assess students using DIBELS and implement routines and strategies during Small Group Instruction time to address the areas of need identified through the assessment. 	on-going 2018-19	Principal, TOSA, Teachers			
1b	Teachers will provide targeted, explicit support to students at-risk during Panda Power Hour (MTSS).	on-going 2018-19	Principal, TOSA, Teachers			

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
	<ul style="list-style-type: none"> • Additionally, teachers will monitor the growth of at-risk students using a variety of assessments. Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency. • Teachers will collaborate weekly to ensure curricula is best implemented and collaborate to determine the best support for all students. 					
1c	<p>Teachers will use data to determine who needs extra support and the areas in which they need extra support.</p> <ul style="list-style-type: none"> • Teachers will provide explicit academic support to students daily within the ELA block during flexible, small instructional groups in which teachers pre-teach and reteach key content to small groups of students. 	on-going 2018-19	Principal, TOSA, Teachers			
1d	Teachers will integrate technology into daily instruction to enhance the instructional program.	on-going 2018-19	Principal, TOSA, Teachers			
1e	Teachers will collaborate and analyze grade level standards utilizing the California	on-going 2018-19	Principal, TOSA, Teachers			

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Frameworks to plan and deliver standards based lessons and assessments.					
2	Professional Development: Maintain a strong program of professional development to support instruction leading to increased student achievement. Provide targeted support to teachers in best instructional practices to support all students, including targeted populations (educationally disadvantaged youth).	on-going 2018-19	Principal, TOSA, Teachers, School District	Staff Development set-aside (TI), Substitute Teachers, Professional Literature, TOSA support, Teacher Extra Duty, Intervention Materials	10000	4575
2a	<ul style="list-style-type: none"> Teachers will receive information from the district organized Strategy Academy. All teachers will implement strategies and knowledge gained from the training. 	on-going 2018-19	Principal, TOSA, Teachers			
2b	Teachers will participate with the Instructional Leadership Team (ILT) in order to improve collaboration, instructional practices, and student achievement with emphasis on ELA/ELD, Writing, Mathematics and Academic Discourse across the curriculum along with multiple district initiatives.	on-going 2018-19	Principal, TOSA, Teachers			
2c	All teams (K-3) will be provided follow up training for Multiple Initiatives to include school-wide focus and district initiatives.	on-going 2018-19	Principal, TOSA, Teachers			
2d	Some teachers will attend an educational conference the focuses on how to support student learning.	on-going 2018-19	Teachers	Substitutes		6000
2e	Teachers will participate in leadership	on-going 2018-19	Principal, TOSA,			

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
	opportunities to support the district multiple initiative and school wide focus to include but not limited to: ELA Leadership Team, DEMO teachers, Grade Level Chairperson, ILT Facilitator, Technology Coordinator, Sped Coordinator, SST Coordinator		Teachers			
2f	Teachers will receive technology training with emphasis on the enhancing instruction to improve student academic success.	on-going 2018-19	Principal, TOSA, Teachers			
3	Extended Learning/Tutoring: Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].	Jan - April 2019	Principal, Intervention Teacher			
3a	Program Title or Focus: Science-Technology- Engineering-Math (STEM) Brief Description: STEM Lab & STEM Lab2 Estimated # students served: 132 After school intervention will target SED, EL, and students at risk.	October 2, 2018 - November 1, 2018	Principal, Teachers, Office Staff	Staffing: Outside Company- BrainStorm Studios, LLC Materials/Supplies: Provide by outside company	5610	
3b	Program Title or Focus:		Principal,	Staffing:	5610	

SCHOOL GOAL 1A:	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
ACADEMIC CONTENT	

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Science-Technology- Engineering-Math (STEM) Brief Description: Technology Academy Estimated # students served: 132 After school intervention will target SED, EL, and students at risk.	January 15, 2019 - February 14, 2019	Teachers, Office Staff	Outside Company-BrainStorm Studios, LLC Materials/Supplies: Provide by outside company		
3c	Program Title or Focus: Science-Technology- Engineering-Math (STEM) Brief Description: Super Scientist & STEM Lab2 Estimated # students served: 132 After school intervention will target SED, EL, and students at risk.	April 16, 2019 - May 16, 2019	Principal, Teachers, Office Staff	Staffing: Outside Company-BrainStorm Studios, LLC Materials/Supplies: Provide by outside company	5610	
4	Materials/Supplies: 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.)	2018-19	Principal	Materials & Supplies	65287.58	51500
5	Instructional Support for Students: Provide instructional support personnel to	2018-19	Principal	3% Contingency set-aside (TI)	7000	

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	support student needs and student achievement in the classroom, particularly for increased/improved services to targeted populations (educationally disadvantaged youth).					
6	Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction.	on-going 2018-19	Principal, TOSA, Teachers	Substitute Pay, extra duty pay, technology	5000	8198
6a	Teachers will analyze data to determine students that are in need of extra support. <ul style="list-style-type: none"> Teachers will provide explicit academic support to students daily during flexible, small instructional groups. 	on-going 2018-19	Principal, TOSA, Teachers			
6b	Teachers will monitor the growth of at-risk students using a variety of assessments. Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency. <ul style="list-style-type: none"> Teachers will collaborate weekly to ensure curricula is best implemented and to dialogue to determine the best support for all students. 	on-going 2018-19	Principal, TOSA, Teachers			
6c	Teachers will progress monitor at-risk students in order to address areas of need	on-going 2018-19	Principal, TOSA, Teachers			

SCHOOL GOAL 1A: ACADEMIC CONTENT		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	during small group instruction. <ul style="list-style-type: none"> All teachers in grades K-2 will assess students using DIBELS and implement routines and strategies during small group reading instruction and Panda Pour Hour to address the areas of need identified through the assessment. 					
6d	Teachers will collaborate and analyze grade level standards utilizing the California Frameworks to plan and deliver standards based lessons and assessments.	on-going 2018-19	Principal, TOSA, Teachers			
7	Coordinated Services: Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs	on-going 2018-19	Principal	Outside counseling services	1000	
TOTAL BUDGET PLANNING					91,287.58	73,273

SCHOOL GOAL 1B: ACADEMIC ENGLISH		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Support for English Learners (EL) - English Language Development: Provide English Learners with an	on-going 2018-19	Principal, TOSA, Teachers	technology, materials, extra duty pay,		1000

SCHOOL GOAL 1B: ACADEMIC ENGLISH		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	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.			substitute pay		
1a	Teachers will support our English Learners through our designated and integrated ELD time.	on-going 2018-19	Principal, TOSA, Teachers	technology, materials, extra duty pay, substitute pay	1000	
2	Support for Reclassified English Proficient Students Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.	on-going 2018-19	Principal, Teachers	technology, materials, extra duty pay, substitute pay	500	
3	Writing Strategies: Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.	on-going 2018-19	Principal, TOSA, Teachers	Substitutes, extra duty pay, writing materials	500	500
TOTAL BUDGET PLANNING					2,000	1,500

SCHOOL GOAL 1C: SCHOLARLY HABITS		Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Self-Regulatory Programs: Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.	on-going 2018-19	Principal, teachers, TOSA	trophies, awards, bracelets, Professional reading, literature, certificates, pins		5000
1a	Character Strengths will be used school-wide to promote growth mindset.	on-going 2018-19	Principal, teachers, TOSA	trophies, awards, bracelets, Professional reading, literature, student books, certificates, pins	5000	
2	Technology: Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the District Technology Plan.	on-going 2018-19	Principal, TOSA, Teachers	computers, tablets, software, projectors, document cameras, carts, connectors, cabinets, iPad apps, teacher extra duty pay		55000
2a	Teachers will integrate instructional technology strategies to enhance the instruction program (Accelerated Reader, Online instructional subscriptions, google apps, iPad apps, discovery streaming, technology hardware and software).	on-going 2018-19	Principal, TOSA, Teachers	computers, tablets, software, projectors, document cameras, carts, connectors, cabinets, iPad apps, teacher extra duty pay	50000	
3	Library Media Center: Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff. Enrich the library program through the purchase of supplemental materials and supplies.	on-going 2018-19	Principal, Library Tech	Books, Technology	3000	10000
				TOTAL BUDGET PLANNING	58,000	70,000

Goal Two | PERSONAL SKILLS

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

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Practices that Build Motivation: Encourage a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals. Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.	ongoing 2018-19	Principal, Teachers, TOSA, classified staff	Teacher extra duty pay	1000	1000
2	Incentives: Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	ongoing 2018-19	Principal, Teachers	awards, certificates, pins, bracelets, plaques, books, stickers, medals, trophies, Murals	2000	6000
3	Secondary Credit Recovery: Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned).					
4	Attendance: Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.	ongoing 2018-19	Principal, Secretary, Office Clerk, Teachers	materials	200	500
TOTAL BUDGET PLANNING					3,200	7,500

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING		Students will demonstrate continued growth in their attitude towards themselves and others.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Support Services/Counseling/Mental Health: Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.	ongoing 2018-19	Principal, Teachers, School Psychologists	additional services		2,559
2	School Connectedness: Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)	On-going 2018-19	Principal, Teachers, TOSA	teacher and TOSA extra duty pay, materials, books	14920	15750
2a	Enrichment	2018-19	Principal, Teachers, TOSA			
3	Anti-Bullying/Internet Safety: Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	on-going 2018-19	Principal, Teachers	Be Brave Be Safe Materials		200
4	Substance Abuse Prevention/Asset Development: Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	on-going 2018-19	Principal, Teachers			
TOTAL BUDGET PLANNING					14,920	18,509

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Welcoming Climate: Building Relationships with students, parents, and staff: Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	ongoing 2018-19	Principal, Teachers, PTO, Community Liaisons	Staff extra duty pay, materials, awards, refreshments	5000	5000
1a	10 Educational Commandments, 40 developmental assets, Boys Tows, Community Outreach Meetings, GATE bridge and Nutrition Classes will be used to build relationships with the community	ongoing 2018-19	Principal, Teachers, PTO, Community Liaisons	Staff extra duty pay, materials, awards, refreshments, child care		
1b	Back to School Night and Open house will be used to celebrate student success	Fall 2017, Spring 2019	Principal, Teachers			
1d	Interpertors will be made available during winter and spring conferences to allow teachers to share student growth.	Winter 2018, Spring 2019	Principal, Teachers, Secretary	Staff extra duty pay		
1e	Olive Crest: Common Sense Parenting	On-going 2018-19	Liaisons	Staff extra duty pay, materials, awards, refreshments, child care		
1f	Parent Expectations & Student Achievement (PESA)	On-going 2018-19	Liaisons	Staff extra duty pay, materials, awards, refreshments, child care		
2	Parent Community Outreach: 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.	ongoing 2018-19	Principal, teachers, Liaisons, Secretary, SSC/ELAC, PTO	Parent Education set-aside (TI)	1000	1000
3	Home-School Communication: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate	ongoing 2018-19	Principal, Office Staff, Teachers	Principal, Office Staff, Teachers	538	

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	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.					
3a	Peach Tree	ongoing 2018-19	Office Staff			
4	Facilities Maintenance: Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	ongoing 2018-19	Principal, Plant Supervisor	water extractor, custodial equipment	386	386
5	Campus Safety: Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. The school has a Comprehensive School Safety Plan on file, which encompasses Goal 2B, Goal 2C, and the Emergency Operations Plan.	ongoing 2018-19	Principal, Plant Supervisor	Maintenance costs		6000
6	Discipline & Rules: Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	ongoing 2018-19	All Staff	Staff extra duty pay, awards, certificates	2000	
7	Partnerships: Maintain partnership with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School District.	ongoing 2018-19	All Staff	resources	500	
8	Training for All Staff: Provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees).	ongoing 2018-19	Principal, TOSA, SPED coordinator, ELA leadership team, DEMO teachers, ILT,	Staff Extra Duty Pay, Sub pay, materials, books, supplies, technology	1000	

**SCHOOL GOAL 2C:
CLIMATE**

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.		Grade Level Chairs, SST Coordinators, After school Intervention Coordinator, Parent Ed Coordinator, TECH Coordinator, Coding/Robotics Coordinator, TA			
TOTAL BUDGET PLANNING					10,424	12,386

Goal Three | LIFELONG SUCCESS

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

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS		District-wide data that are predictive of success after high school will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	College/Career Events: Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	ongoing 2018-19	All Staff			
2	Student Mentoring: Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.					
3	<i>(Secondary Focus)</i> College/Career Ready Students and a-g Focus: Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses.					
4	<i>(Secondary Focus)</i> Course Rigor and Advanced Placement (AP) Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.					
5	<i>(Secondary Focus)</i> College Entrance and Readiness: Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses					

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS		District-wide data that are predictive of success after high school will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	to all 11th grade students (at a reduced rate) and promote free online SAT preparation.					
				TOTAL BUDGET PLANNING		

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS		College and career entrance and completion rates will improve annually.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	Student Tracker: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.					
2	College Career Pathways/Options: Provide opportunities for student to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.					
3	Alumni Engagement: Provide opportunities for alumni engagement and alumni outreach.					
				TOTAL BUDGET PLANNING		

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	91,287.58
SITE-LCFF	73,273
Total	164,560.58

SCHOOL GOAL 1B	
TITLE I	2,000
SITE-LCFF	1,500
Total	3,500

SCHOOL GOAL 1C	
TITLE I	58,000
SITE-LCFF	70,000
Total	128,000

SCHOOL GOAL 2A	
TITLE I	3,200
SITE-LCFF	7,500
Total	10,700

SCHOOL GOAL 2B	
TITLE I	14,920
SITE-LCFF	18,509
Total	33,429

SCHOOL GOAL 2C	
TITLE I	10,424
SITE-LCFF	12,386
Total	22,810

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
Total	

Total Allocation	
TITLE I	179831.58 Includes Extended Day Allocation of \$30423
SITE-LCFF	183,168

Total Expenditures	
TITLE I	179,831.58
SITE-LCFF	183,168

Balance	
TITLE I	0
SITE-LCFF	0



School Parental Involvement Policy: 2018-19

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

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

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

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

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

The schedule of parent meetings and parent education opportunities are disseminated to parents through electronic messaging, school website, School Messenger, and social media. A monthly calendar is sent out to families in English, Spanish, and Vietnamese of upcoming parent meetings. Calendars are also available in the school office and dates are available on the school's website. PTO meetings occur the first Monday of each month and ELCA and SSC meetings occur four times throughout the school year. All families are invited to back-to-school night, open house, TET Celebrations, and family barbecues.

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.

With parent input the school gathers information through district surveys, PTO parent meetings, School Site Council meetings, and ELAC meeting. A monthly calendar is sent out to families in English, Spanish, and Vietnamese of upcoming parent meetings and events. Calendars are also available in the school office and dates are available on the school's website. The school distributes school-wide information via the website, parent-teacher conferences, back-to-school night, back-to-school parent, and beginning of the year information packets. Information 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.

The 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.

Staff facilitate parent education programs, such as 10 Educational Commandments, 40 Developmental Assets, internet safety, volunteer appreciation, and nutrition classes. Parents are invited to participate in PTO, ELAC, DLAC, and other school events that occur throughout the school year.

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.

Parents receive information about curriculum and assessments through back-to-school night, parent/teacher conferences and math and science night. Information about curriculum and assessments is also presented in parent education classes such as the 10 Educational Commandments, 40 Developmental Assets, and nutrition classes.

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 school invites parents to participate on the PTO, SSC, ELAC. Parents are also involved in the development of the school plan and are given an opportunity to provide feedback into school actions through 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"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention • Scholarly habits and motivation
	<p>Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:</p> <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
	Supplemental transportation to after-school program for at-risk students.
	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.

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

SECTION C: OVERVIEW OF CATEGORICAL SERVICES

DIRECT SERVICES (K-12)

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

INDIRECT SERVICES (K-12)

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

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

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

SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	Site – Local Control Funding Formula (LCFF) <u>Purpose:</u> Support high need students, low Income, English Learners, foster and homeless youth.	\$40,119	FEDERALLY FUNDED PROGRAMS	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	x
	After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	x
FEDERALLY FUNDED PROGRAMS	21st Century After School Safety and Enrichment for Teens (ASSETS) OR CLCC <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$	FEDERALLY FUNDED PROGRAMS	Title III, Part A: Immigrant Students <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.	x
	Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			
	Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			
	Title I, Part A: Program Improvement (PI) <u>Purpose:</u> Assist Title I schools that have failed to meet targets for one or more identified student groups.	\$135,678			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Ocia A. Peters Elementary School K-3

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D)		Quantity (E)	Total Cost (F)
			Goal Area	Action Step Category		
4400	ELMO	Title I	1C	2	3	3000
4400	Subscriptions (Accelerated Reader, online subscriptions, Apps, etc..)	Title I	1C	2a	1	9000
4400	Tablets & Accessories	Title I	1C	2	20	12000
4400	Computers & Accessories	Title I	1C	2	12	22000
	Parent Education	Title I	2C	1	1	5000
	Enrichment/Interventions	Title I	1A	3a	1	25000
4400	Printers	Title I	1A	2	3	1000
4400	Charging Stations	Title I	1A	2	6	1200

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
LIB MEDIA TEC I	21.875%	1	XTitle I	Site LCFF	Goal 1
HEALTH ASSIST	6.563%	1	Title I	XSite LCFF	Goal 1, 2, 3
TECH ASSIST I	1.00%	1	Title I	XSite LCFF	Goal 1
SCH TESTING AST	8.75%	1	Title I	XSite LCFF	Goal 1 a, b
INSTRUCTIONAL AIDE	18.75%	1	Title I	XSite LCFF	
SCHOOL COMMUNITY LIAISON	43.75%	3	Title I	XSite LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

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

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

SCHOOL COMMITTEES

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

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

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

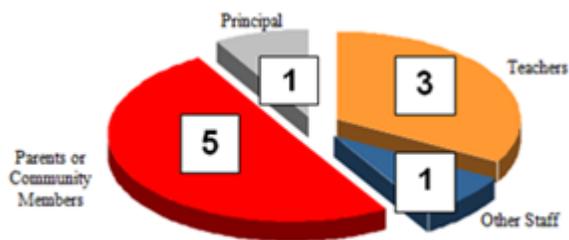
Ocia A. Peters Elementary School K-3

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.

a. Peer selection process: The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:

- Ballot By Mail:** 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.
- Back To School Night Election:** In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.

b. Members' terms of office: Members will serve one- or two-year terms.

c. Procedure for replacing a member:

The procedure for replacing a member shall be pre-determined. Recommended procedures include:

- Mid-year elections may be held.
- Members are replaced using a peer selection process.
- 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.

**Ocia A. Peters Elementary School K-3
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 ELEMENTARY COMPOSITION

STAFF MEMBERS (5)	
	Principal
1.	Gurprit Dhillon / Kyle Benham
	Teachers
2.	Denise Henderson
3.	Carolyn Williams
4.	Raul Rodriguez, Carlos Martin
	Other Staff
5.	Adriana Calderas / Kim Chu

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Charlene Rodriguez
2.	Jenny Tran Sherer
3.	Rosalina Rodriguez
4.	Berlina Felipe
5.	Phoung Mai

NOMINATION PROCESS: CHECK ONE

GROUPS	HOW WERE NOMINATIONS MADE?	DATE
1. Teachers	Nomination Ballot or XVerbal at meeting	9/27/17
2. Other Staff	Nomination Ballot or XVerbal at meeting	9/27/17
3. Parents	XNomination Ballot or Verbal at meeting	9/21/17

VOTING PROCESS: CHECK ONE

GROUPS	HOW DID VOTING OCCUR?	DATE
1. Teachers	Voting ballot or XHand Vote and Tally	9/27/17
2. Other Staff	Voting ballot Ballot or X Hand Vote and Tally	9/27/17
3. Parents	X Voting ballot Ballot or Hand Vote and Tally	9/21/17

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.

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

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.

Ocia A. Peters Elementary School K-3

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

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Jenny Scherer	Elijah Schereer
2.	Phuong Mai	Minh Bui
3.	Rosalina Rodriguez	Isaiah Rodriguz

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
3	÷	5	=	60%	≥	58%

* 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)
Phuong Mai

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
10/11/17

HOW WERE NOMINATIONS MADE?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	10/11/17

HOW DID VOTING OCCUR?	DATE
Check One: Voting Ballot or XHand Vote & Tally	10/11/17

SECTION F: PLAN APPROVAL PAGE

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures “that school site councils have developed and approved a plan, to be known as the School Plan for Student Achievement, for schools participating in programs funded through the consolidated application process, and any other school program they choose to include.”
3. School plans must be developed “with review, certification, and advice of any applicable school advisory committees.” The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check all those that apply):
 - X English Learner Advisory Committee
 - Community Advisory Committee (CAC) for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other : e.g., School Safety Planning Committee, District/School Leadership Team (DSLTL)
4. Any plans required by programs funded through the consolidated application must be consolidated into a School Plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this School Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to improve the academic performance of all pupils to the level of the performance goals.
8. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.”
9. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic achievement. School goals must be based upon “an analysis of assessment data and the English Language Development test, and may include any data voluntarily developed by districts to measure pupil achievement.”
10. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

This school plan was adopted by the school site council at a public meeting on: May 6, 2019

Attested:

Please keep documents with original signatures at school site.

POSITION	TYPED NAME	SIGNATURE	DATE
Chair Person	Charlene Rodriguez		5/14/18
Chair Person	Jenny Scherer		5/14/18

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Kyle Benham		5/14/18
Principal	Gurprit Dhillon		5/14/18
Teacher	Carolyn Williams		5/14/18
Teacher	Denise Henderson		5/14/18
Teacher	Carlos Martin		5/14/18
Teacher	Raul Rodriguez		5/14/18
Parent	Charlene Rodriguez		5/14/18
Parent	Rosalina Rodriguez		5/14/18
Parent	Berlina Felipe		5/14/18
Parent	Phuong Mai		5/14/18
Teacher	Raul Rodriguez		5/14/18
Teacher	Pilar Rodriguez		5/14/18

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.

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Charlene Rodriguez		5/14/18
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Charlene Rodriguez		5/14/18
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Adriana Calderas / Kim Chu		5/14/18
PRINCIPAL	Typed Name of Principal	Signature	Date
	Gurprit Dhillon / Kyle Benham		5/14/18