

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
Hilton D. Bell Intermediate School

GGUSD Mission

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

GGUSD Vision

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

SSC Approved:

Board Approved: July 17, 2018.

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

Check those that apply:

- X Not receiving Title I Complete Sections A-F
- Schoolwide 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
7	33	35	26	48	41	26	10	12	21			11	10	12	16
8	38	18	35	38	41	30	25	12	10		6	10		24	15
Total	34	26	31	45	41	28	14	12	15		3	10	7	18	15

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
7	33	32	24	48	37	24	10	16	24			10	10	16	19
8	25	21	35	42	37	30	17	11	10		5	10	17	26	15
Total	30	26	29	45	37	27	12	13	17		3	10	12	21	17

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 7	335	346	308	315	331	301	315	331	301	94.0	95.7	97.7
Grade 8	333	346	335	300	321	321	298	320	321	90.1	94.4	95.8
All Grades	668	692	643	615	652	622	613	651	622	92.1	95	96.7

* 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 7	2584.7	2596.8	2586.0	21	25	23.26	48	50	43.85	23	16	21.59	8	9	11.30
Grade 8	2614.8	2619.1	2604.7	30	30	25.55	42	47	41.43	19	17	23.99	8	7	9.03
All Grades	N/A	N/A	N/A	26	27	24.44	45	48	42.60	21	16	22.83	8	8	10.13

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 7	30	37	36.21	53	48	46.84	18	15	16.94
Grade 8	39	43	36.76	49	42	46.11	12	15	17.13
All Grades	34	40	36.50	51	45	46.46	15	15	17.04

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 7	46	47	39.53	47	44	46.84	7	10	13.62
Grade 8	48	49	42.06	44	42	46.42	8	10	11.53
All Grades	47	48	40.84	46	43	46.62	8	10	12.54

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 7	18	26	19.93	71	68	69.44	11	6	10.63
Grade 8	20	23	23.05	70	69	69.47	10	7	7.48
All Grades	19	25	21.54	70	69	69.45	11	7	9.00

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 7	37	39	36.54	55	53	51.16	8	8	12.29
Grade 8	46	42	38.94	45	50	48.29	8	8	12.77
All Grades	42	40	37.78	50	51	49.68	8	8	12.54

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 7	335	346	308	314	331	303	313	331	303	93.7	95.7	98.4
Grade 8	333	346	335	300	316	322	299	316	322	90.1	92.9	96.1
All Grades	668	692	643	614	647	625	612	647	625	91.9	94.3	97.2

* 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 7	2575.1	2580.8	2575.3	25	29	24.75	35	29	30.03	23	29	27.72	17	13	17.49
Grade 8	2612.3	2616.4	2610.9	36	35	35.71	28	27	26.09	18	27	19.57	17	11	18.63
All Grades	N/A	N/A	N/A	30	32	30.40	32	28	28.00	21	28	23.52	17	12	18.08

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 7	40	40	34.98	38	38	38.28	23	22	26.73
Grade 8	47	50	47.52	32	34	34.47	20	16	18.01
All Grades	43	45	41.44	35	36	36.32	21	19	22.24

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 7	27	29	29.70	55	52	49.17	18	19	21.12
Grade 8	31	34	30.12	54	51	45.65	16	16	24.22
All Grades	29	31	29.92	54	51	47.36	17	17	22.72

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 7	30	33	28.05	59	56	56.44	11	11	15.51
Grade 8	40	34	36.02	43	59	51.86	16	8	12.11
All Grades	35	33	32.16	51	57	54.08	13	10	13.76

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	672	706	676	695	659	624
	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%	23.5%	25.5%	26.5%	22.3%	23.4%	25.80%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	4%	0.4%	0.6%	0.7%	0.5%	0.48%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	17.0%	18.8%	21.5%	23.9%	24.3%	22.60%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	0.3%	0.4%	0.6%	0.3%	0.2%	0.64%
	Filipino	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	2.7%	2.8%	3.0%	3.2%	2.3%	3.21%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	1.9%	1.8%	1.8%	2.0%	1.4%	0.96%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	51.9%	49.3%	45.1%	44.9%	46.4%	44.39%
Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	1.5%	0%	0.6%	1.4%	0.6%	0.80%	
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	5%	4%	6%	5%	6.1%	4.8%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		26.6%	28.5%	29.7%	26.2%	25.3%	29.5%



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%	71%	75%	67.04%
	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%	63%	60%	58.40%
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%	74%	72.5%	78.6%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 40% ES 40% IS 46% HS 38%	Overall 38% ES 40% IS 33% HS 33%	Overall 52% ES 57% IS 60% HS 43%	74%	50.6%	76.1%
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	3.25	3.28	3.32
	D/F Rate ① (All courses, Spring Semester 2015)	Ds	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	7.0%	4.39%	3.77%
		Fs	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	4.1%	2.71%	2.16%
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%	36%	22%	0%
	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%	35%	13%	9.52%
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%	92.9%	73.5%	56%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	1/3.8%	12/30.0%	9/25.0%
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%	28%	8.4%	28.6%
	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%	32%	20.4%	47.6%
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	2.57	2.54	2.74

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%	10.4%	10.18%	8.11%
	Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	8.9%	8.98%	8.11%
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%	3.23/90%	4.15/95.69%	4.11/96.56%
	Scholarly Habits	≥ 3.0	ES 3.16/83% IS 2.90/73% HS 2.79/69%	ES 3.78/92% IS 3.72/89% HS 3.58/87%	ES 4.08/93% IS 3.75/89% HS 3.62/88%	2.99/77%	3.94/92.37%	3.99/93.74%
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	3.52	3.55	3.56
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 percent of students who met or exceeded standards in English Language Arts was 9.4% above district average; however, our ELA students slipped by a small percentage from last year on the SBAC. The percent of students who met or exceeded standards in Math was 11% above district average. Our D/F rates went down from 2.71% to 2.16% and we are pleased that we had 25% of our EL students re-designated to RFEP.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>The following 2017-18 action steps contributed to our areas of strength: 1A Action Steps 1,3, and Goal 1B Action Steps 1,3: Teachers will use research-based strategies focusing on rigor, oral language, writing, inquiry, collaboration, and reading. Teaching strategies, materials, and supplies will be implemented to support EL students in core classes, and we increased the after school targeted support for our EL students with a focus on math, writing, listening, and speaking.</p>
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	<p>Our SBAC ELA and Math scores dropped from 2016-17; in math by 1.6% and in ELA by 8%. We have reflected on these areas of need and our teachers have intentionally focused on strategies to support growth.</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>Ongoing teacher support will be provided in areas of AVID strategies, Thinking Maps, Constructing Meaning, Productive Group Work, Writing to Learn, Annotating Text, Focus Note Taking, Systematic ELD, Quality Questioning, CFUs and Effective Instruction.</p>
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	<p>25% of EL subgroup re-designated as RFEP and our ongoing programs demonstrated progress in supporting both EL and EO students. Our EL students are showing steady progress in ELA, but demonstrating a need for growth in Math. Our EO students are demonstrating a need for growth in both ELA and Math.</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%	97.09%	97.04%	96.88%	96.87%
	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	7.00%
		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	5.00%	5.00%	7.00%	N/A
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	10.01%	7.05%	8.04%	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	3.20%	1.40%	4.80%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.00%	4.00%	1.10%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	95.10%	97.10%	94.00%	N/A
Work Habits	Work Habits		≥ 3.0	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.45	3.52	3.55	3.56

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	3.62	3.67	3.76	3.71
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	3.05/76%	4.03/89.53%	4.00/89.39%
	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	3.27/90%	4.22/97.19%	4.26/96.98%
	Expectations	≥ 3.0		ES 3.40/91% IS 3.20/89% HS 3.11/88%	ES 4.36/97% IS 4.09/96% HS 3.94/95%	ES 4.41/97% IS 4.10/96% HS 3.96/95%	N/A	3.27/90%	4.22/96.79%	4.26/98.16%
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%	3.05/83%	4.28/96.90%	4.22/96.58%
	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%	3.10/82%	4.01/92.38%	3.99/93.31%
	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%	3.09/84%	4.02/92.30%	3.98/93.22%

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	3.67	3.76	3.71
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%	3.20/88%	4.14/96.20%	4.19/97.22%	
	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%	2.82/70%	3.57/84.94%	3.68/87.97%	
	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%	3.18/87%	3.95/91.72%	3.99/93.97%
		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%	2.68/65%	2.33/90.16%	4.04/89.46%
	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%	3.09/86%	3.71/91.56%	3.65/91.61%
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%	3.25/91%	3.57/88.58%	3.57/88.42%	

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%	4.12	4.89	4.7
Expulsion rates*	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs: The school has representative(s) that regularly attends: X Parent Task Force X District English Learner Advisory Committee	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. We value collaboration with parents so we can best support and serve our students. We have several committees and avenues for parents to be involved on our campus. The Principal sends out a weekly text/email with school calendars and ASB Activity events, the Assistant Principal updates the school website every week, and we encourage our parents to visit our school website at http://bell.ggusd.us , follow us on social media, Facebook bellGGusd or Instagram @bellGGusd, or contact the Bell Intermediate office at (714) 663-6466 to find more information and details regarding parent involvement. We have Parent Information Nights, Pastries With the Principal, and various opportunities for parents to be connected to the Bell Community.						
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.31	3.50	4.15
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.25	3.40	4.02
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.57	4.46	4.43
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.62	4.33	4.32
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>	Overall our school climate is positive with students, staff, and parents with an increase in almost every category on the Annual Survey. Specific areas of growth were (net growth percentage): Bullying 89.46%, Social Awareness 96%, Growth Mindset 89% , Emotional Care 93% (1% growth), School Connectedness 93% (1% growth), Academic Climate 97% (1% growth), Discipline 87% (2% growth), Feeling Safe at School 93% (1% growth).
Which prior year action steps have contributed to these areas of strength?	The following 2017- 18 action steps contributed to areas of growth: Goal 2B Action Steps 2,3, and Goal 2C Action Steps 1, 3. Our Bully Prevention Campaign, home communication and focus on Growth Mindset and Digital Citizenship
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	One of the few areas we declined in was in self-efficacy to 96%, approximately a 1% drop.
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.)	We will continue partnering with PTA to support programs that support students' social emotional well-being and we will begin implementing PBIS and the F.A.R. framework in 2018-19.
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	Our data shows that overall our school climate is positive with students, staff, and parents. Data shows that we have an increase in almost every category on the Annual Survey.

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	70.8%	72%	74%			
	a-g Rate (DataQuest)	Maintain/ Improve	54.4%	53.8%	51.6%	N/A	66.10%	67.70%	57.80%	N/A		
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	38%	26%	36%	44.0%	
		Math	Maintain/ Improve	11%	12%	15%	17%	12%	13%	20%	23.0%	
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	19%	42%	31%	34.0%	
		Math	Maintain/ Improve	39%	23%	24%	26%	49%	34%	32%	33.0%	
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	970	920	936	982	
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	41%	41%	465	498	
		Writing	Maintain/ Improve	38.2	37.7			40%	41%			
		Math	Maintain/ Improve	40.2	40.7	449	N/A	42%	43%	472	484	
	Average SAT Scores (New SAT)	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076					1143
		Critical	≥ 480	477	478	475	537	518	501	501	501	571

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		513	498	498		
		Math	≥ 530	508	506	497	539	538	522	522	573
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	24%	23%	23%	22
		English	≥ 20	20	20	21	N/A	37%	23%	22%	23
		Math	≥ 20	22	22	23	N/A	30%	24%	23%	23
		Science	≥ 20	21	21	21	N/A	1073	22%	22%	23
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%	37%	32%	32%	35.58%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	30%	27%	28%	30.42%	
	Total AP Exams	N/A	6339	6160	7009	7471	1073	914	944	1005	
	AP Pass Rate* (exam scores 3, 4, 5)	maintain or improve	61.1%	61.4%	62.6%	64.19%	66%	63%	63.77%	66.47%	
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%	75%	76%	74%	73%

SCHOOL GOAL 3B:
COLLEGE/CAREER SUCCESS

College and career entrance and completion rates will improve annually.

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
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%	40%	33%	37%	34%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	35%	42%	37%	39%
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%	89%	89%	92%	91%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	96%	96%	97%	97%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	82%	83%	86%	88%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.88	90.56%	90.69%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0424	4.13%	4.57%
CTE Pathways			137	140	244	333			13	15
Industry Certification			N/A	N/A	N/A	664				2
Articulation			447	478	496	1072			43	98
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				
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>	Goal 3 data reflects the high school that most Bell students attend. Data shows that almost 75% of our former students have an A-G rate which is above district average in many categories. 72% of Pacifica High School's graduating seniors are enrolled in a post secondary college or university.
Which prior year action steps have contributed to these areas of strength?	This is the 2017-18 Action Step that has influenced a positive result: Action Step 3a: Following the district placement guidelines and using the district placement matrix allowed for proper student placement which set students up for success.
<p>Highlight Areas for Growth: Which data reflected areas of growth needed for your school?</p>	Our former students demonstrated to be slightly above district averages in many categories; however, the freshman persistence rate dropped by 1%. We will continue to focus on that that this year.
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.)	We should continue our school focus on literacy, progressive group work, effective listening/speaking skills, and writing in particular, but we should also place a greater focus on the Growth Mindset and F.A.R. framework..
<p>Other Key Findings: What does your overall data show regarding progress towards goals?</p>	Overall students are moving forward and above district averages. We can continue focusing on helping students to strengthen their writing and academic speaking/listening skills so they are prepared for post-secondary success.

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	Hilton D. Bell has three top priorities in our SPSA. The first is to support a school wide focus on literacy. The second continues this literacy focus, but specifically targets language acquisition gains for our English Language Learners. Our third priority, is to support a 21st Century learning environment by the purchase and utilization of technology for learning. The primary budgets we utilize to accomplish these goals are our LCFF and general budgets.
Plan Implementation	Strategies that were implemented in the current SPSA were around our school priorities. Instructional practices around state standards and our focus on literacy were implemented. A plan for professional development was put in place. There were opportunities for our English Learners to have after school tutoring and mentors. Although we have made great strides toward providing computing devices in all classrooms, we have not fully been able to accomplish this. In the 2017-18 school year we added five Chromebook Carts to our inventory, and we will continue to add more this year. We are being intentional with our training and tech utilization, so the technology used in classes can positively effect student learning. We needed to spread this goal of 1 to 1 technology over several years, so our limited budget is utilized on target student support, not just providing technology for the school.
Strategies and Activities	<p>Implementing our plan began with all teachers participating in peer-driven PD so that everyone was working toward the same goal(s). In reference to our goal on school-wide literacy, the Instructional Leadership Team (ILT) evaluates and decides on the instructional focus for the year and then breaks that focus into key ideas/themes. The team then negotiates who will deliver these key ideas through staff PD. The first 25 minutes of each staff meeting is reserved for these PD opportunities. This school focus is revisited in varying ways, depending on the department, at weekly department collaboration (1 hour each week). This time is partially used to plan and discuss best practices (ex. Quality Questions, CM, up-level literacy, etc.). Teachers collaborate and utilize these foci and strategies in their classrooms throughout their daily lessons. The degree to which the focus strategy is utilized does vary by teacher and by department; however, all teachers and departments actively infuse each focus into their instructional routines.</p> <p>Ongoing formative and summative assessment of instructional learning activities are used by teachers to monitor student progress. Common formative assessments include: CFUs, writing assignments, text-dependent questioning, and Quality Questioning. Common summative assessments include: Benchmark analysis and discussions (collaboration), project comparisons, and progress toward IEP goals.</p> <p>Administrators are also actively engaged in this school-wide focus on literacy. The master schedule was created to specifically lower class sizes in ELA to</p>

	<p>further ground students in language support. In addition to encouraging and supporting teachers in ongoing foci implementation, administrators are supplementing these efforts with additional support for EL students by providing after-school tutoring and individual mentorship. The tutoring is provided each week by our college student AVID tutors. The mentorship program is new this year and offers assistance and guidance to all English Learners at Bell. Its aim is to 1) facilitate communication and establish relationships between EL students with their mentors, teachers, and families, and 2) work with each EL students in the further acquisition of English and skills needed for academic success. We will assess the success of the program through CELDT scores, grades, and participant feedback.</p>
<p>Involvement/ Governance</p>	<p>Although our primary focus is on teaching strategies to positively enhance student literacy, parent involvement and communication has also been critical. We actively engage our PTA and School Site Council (SSC) in decisions regarding school programs. PTA has been an avid supporter of our literacy initiative by funding staff “mini-grants” for individual teachers and even providing essay opportunities directly to students (for various awards and grants to our Washington DC trip). Our SSC functions in communication and in giving input regarding categorical funding – including directional items as we look at supporting our at-risk students in particular. We also have one parent member on the district Parent Task Force to represent our school and initiates to this student body. Because of our efforts to target EL students with tutoring and through mentorship, one of our most crucial partnerships has been with our English Learner Advisory Committee (ELAC). These parents have proven vital in two-way communication with other parents and in developing ways to serve this student population better. In some cases we have made adjustments to transportation for tutoring, and meeting with families at night to accommodate rigid work schedules.</p>
<p>Outcomes</p>	<p>To gather qualitative data, the ILT and core department teachers have met to review student data and specific outcomes. The data from the collection tools were analyzed for practical themes and then shared with the whole staff to encourage best practices. There are several quantitative data sets we use to evaluate overall progress in literacy. GGUSD Benchmark exams were initially utilized in the absence of state testing results, but now we have SBAC results to analyze, which additionally give us cohort comparisons. All of these methods indicate positive movement of our students in literacy.</p> <p>Our primary standardized measure of literacy comes from ELA SBAC scores. Our student body is academically strong and outperforms district, county and state averages. From this higher-performing baseline, it is typically more difficult to see substantial gains; last year we saw a slight slip in our scores, but we have taken notice and we have been intentional in supporting students to help them show growth. From the 2015-2016 school year to the 2016-2017, students meeting/exceeding standards slipped 2.3% (from 75.4% - 73.1%). Our EL students made significant gains of 11.1% in meeting/exceeding standards. These numbers are a great way to measure overall gains; however, looking at grade-level cohorts allows us to measure longitudinal growth and compare apples to apples to gauge if each class of students is making academic gains as compared to themselves the previous year. When assessing the cohort scores of our 7th grade class (comparing their 6th grade scores to 7th grade scores – measuring the progress of their 7th grade learning), we see a xxxxxxxxxxxxxx ELA growth of students meeting/exceeding standards. Correspondingly, when assessing the cohort scores of our 8th grade class (comparing their 7th grade scores to 8th grade scores – measuring the progress of their 8th grade learning), we see a 7.5% (from 70.5% - 78.0%) xxxxxxxxxxxxxx ELA slip of students meeting/exceeding standards.</p> <p>We are seeing the progress of our students in literacy through both quantitative and qualitative means. We are seeing growth in both our general population and EL students, as demonstrated by yearly SBAC and cohort measures. Because all students are targeted for literacy growth, a primary area of comparison would be our EL student growth. Here we do see a significantly greater ELA increase; however, we also need to consider a smaller sample size and lower baseline. I am optimistic that data is showing positive growth for this targeted population, but not conclusively considering extraneous factors.</p>

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.	Ongoing	Administrators, Teachers, Counselors	Substitute Teachers, Conferences, Materials, Supplies, Computers, Technology		0
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).	Ongoing	Administrators, Teachers, Counselors	Staff Development , PBIS Training		4,000
3	Extended Learning/Tutoring: Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted	Ongoing	Administrators, Teachers, Counselors, Tutors	Tutors, Substitute Teachers, Materials, Supplies, Technology and Applications		

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
	populations (educationally disadvantaged youth)].					
3a	<p>Program Title or Focus: Academic Tutoring</p> <p>Brief Description: The Chromebooks purchased will be used for writing strategies that are being used school-wide. After EL data chats, students were identified that would benefit from additional instructional supports.</p> <p>Estimated # students served: 100</p> <p>Afterschool Intervention</p>	Ongoing	Administration, teachers, tutors	<p>Staffing: Teachers, AVID Tutors</p> <p>Materials/Supplies: Listen Wise (\$2,400), Brainstorm \$512</p> <p>Teachers, tutors, materials, supplies, technology applications, chromebooks</p>		5,500
3b	<p>Program Title or Focus: STEAM/Robotics</p> <p>Brief Description: Introduction to 21st Century Robotics and Coding</p> <p>Estimated # students served: 100</p>		Administration, teachers, tutors	<p>Staffing: Teachers/United Way</p> <p>Materials/Supplies: Sphero Accessories, Lego Battlebots (\$520)</p>		2,500
3c	<p>Program Title or Focus: Heritage Language Programs</p> <p>Brief Description: Cultural celebration and learning opportunities</p>		Administration, teachers, tutors	<p>Staffing: Teachers</p> <p>Materials/Supplies: Materials, supplies,</p>		2,000

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
	Estimated # students served:					
3d	Program Title or Focus: Academic Pentathlon Brief Description: Academic Estimated # students served:			Staffing: Materials/Supplies:		
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).)	Ongoing	Administrators, Teachers, Counselors	Materials, Supplies, Computers, Technology	0	22179
5	Instructional Support for Students: Provide instructional support personnel to support student needs and student achievement in the classroom, particularly for increased/improved services to targeted populations (educationally disadvantaged youth).			3% Contingency set-aside (TI)	0	2,415
6	Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to	Ongoing	Administrators, Teachers, Counselors			

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
	inform instruction.					
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	Ongoing	Administrators, Teachers, Counselors			
TOTAL BUDGET PLANNING					0	28,594

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 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.	Ongoing	Administrators, Teachers, Counselors			
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.	Ongoing	Administrators, Teachers, Counselors			

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
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.	Ongoing	Administrators, Teachers, Counselors			
				TOTAL BUDGET PLANNING		

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.	Ongoing	Administrators, Teachers, Counselors	Conferences, Field Trip, Materials, Supplies		
1a	AVID	Ongoing	Administrators, Teachers, Counselors	Tutors, Substitute Teachers, Field Trips, Transportation, Materials, Supplies, Computers, Technology		20,000
1b	Resource	Ongoing	Administrators, Teachers, Counselors	Materials, Supplies		300
2	Technology:	Ongoing	Administrators,	Computers,		14,000

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
	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.		Teachers, Counselors	Technology, Instructional Applications, Computer Carts, Tech accessories		
2a	Tech Asst. Salary					15,776
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.	Ongoing	Administrators, Teachers, Counselors, Librarian	Books, Materials, Supplies, Digital Catalog System		600
				TOTAL BUDGET PLANNING		50,676

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	Administrators, Teachers, Counselors	PBIS, F.A.R., Growth Mindset		300
2	Incentives: Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	Ongoing	Administrators, Teachers, Counselors	Student of the month, athlete of the month, Good Job Card Drawing, PBIS		1,000
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	Administrators, Office Staff			
				TOTAL BUDGET PLANNING		1,300

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.
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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
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	Administrators, Teachers, Counselors			
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.)	Ongoing	Administrators, Teachers,	Substitutes for Conferences		450
3	Anti-Bullying/Internet Safety: Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	Ongoing	Administrators, Teachers, Counselors	Anti-Bullying reporting, Posters, Supplies, Surveys		3000
3a	Nearpod Digital Citizenship Subscription					2700
3b	Go Guardian					2400
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.	Ongoing	Administrators, Teachers, Counselors			
TOTAL BUDGET PLANNING						8,550

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	Administrators, Teachers, Counselors			
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	Administrators, Teachers, Counselors			
2a	Parent Ed Supplies	Ongoing	Administration, Teachers, Counselors			300
3	Home-School Communication: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check email twice daily and respond before the end of the following business day. Regularly communicate with parents.	Ongoing	Administrators, Teachers, Counselors			530
4	Facilities Maintenance: Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	Ongoing	Administrators, Teachers, Counselors	Miscellaneous		500
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	Ongoing	Administrators, Teachers, Counselors			

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.				
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	file, which encompasses Goal 2B, Goal 2C, and the Emergency Operations Plan.					
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	Administrators, Teachers, Counselors			
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	Administrators, Teachers, Counselors			
8	Training for All Staff: Provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	Ongoing	Administrators, Teachers, Counselors			500
				TOTAL BUDGET PLANNING		1,830

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	Administrators, Teachers, Counselors	College Day, College Trips, Transportation, Substitute Teachers		
1a	College/Career Day	Ongoing	Administrators, Teachers, Counselors,	Guest speakers, supplies,		300
2	Student Mentoring: Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	Ongoing	Administrators, Teachers, Counselors			
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.	Ongoing	Administrators, Counselors, District Personnel			
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.	Ongoing	Administrators, Teachers, Counselors	GATE/Pre-AP Instructional Materials and Supplies, Substitute Teachers, Professional Development		500
5	<i>(Secondary Focus)</i> College Entrance and Readiness: Facilitate preparation for college entrance exams,	Ongoing	Administrators, Teachers, Counselors	Parent and Student Educational Meetings,		

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
	including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation.			Translation Services		
				TOTAL BUDGET PLANNING		800

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.	Ongoing	Administrators, District Personnel			
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.	Ongoing	Administrators, Counselors, District Personnel			
3	Alumni Engagement: Provide opportunities for alumni engagement and alumni outreach.	Ongoing	Administrators, Teachers, Counselors			
				TOTAL BUDGET PLANNING		

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	0
SITE-LCFF	28,594
Total	28,594

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 1C	
TITLE I	
SITE-LCFF	50,676
Total	50,676

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	1,300
Total	1,300

SCHOOL GOAL 2B	
TITLE I	
SITE-LCFF	8,550
Total	8,550

SCHOOL GOAL 2C	
TITLE I	
SITE-LCFF	1,830
Total	1,830

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	800
Total	800

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
Total	

Total Allocation	
TITLE I	Includes Extended Day Allocation of \$
SITE-LCFF	91,750

Total Expenditures	
TITLE I	0
SITE-LCFF	91,750

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, our weekly bulletin, electronic messaging, school website, School Messenger, through our parent groups, etc.
- A calendar of parent meetings and events is distributed to families through our school website on the Google Calendar and at the beginning of the year at registration. A copy is available in the school office, or to access the calendar with most current information, parents are encouraged to visit our school website.
- Parent meetings include: PTA , SSC, ELAC, Back To School Night, Open House, and Parent Education Nights (dates, times and locations will be listed on our website).

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

- 3. Our school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.**
- 4. ACCESSIBILITY: The school provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.**

5. Our school has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

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

- The school developed the policy with parent input gathered through surveys, parent meetings, School Site Council meetings, ELAC meetings, etc.
- The school distributes the policy via the website and registration parent information packets. The policy is also available in the school office.

VOLUNTEERING: Recruit and organize parent help and support.

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

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

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

- 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 our 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.

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.

- Parent nights to explain the Academic Content Standards and assessments
- Parent education opportunities, such as the 10 Educational Commandments, Understanding students and the impact of Social Media, Preparing your student for college success now, etc

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 School Site Council and other parent committees. 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.	\$-	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
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.	\$	Title III, Part A: Immigrant Students <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.		X	
FEDERALLY FUNDED PROGRAMS	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.	\$			
	Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Hilton D. Bell Intermediate School

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

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
Technology Assistant	43.75	1	Title I	XSite LCFF	1C2
AVID Teachers	33.00	2	Title I	XSite LCFF	1C1
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site 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/ELAC/ meeting minutes to document committee requirements including:

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


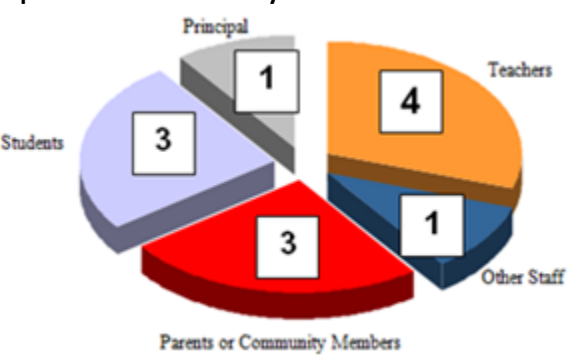
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for **3 years**.

Hilton D. Bell Intermediate School

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

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

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

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

Hilton D. Bell Intermediate School
SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM SECONDARY COMPOSITION

STAFF MEMBERS (6)	
	Principal
1.	M'Liss Patterson
	Teachers
2.	Wendy Chiri
3.	Hyunsok Kim
4.	Cindy Houchen
5.	Michelle Muckey
	Other Staff
6.	Alison LaBrosse

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Sherri Vadkerti
2.	Vicki Lim
3.	Joyce Clemmons
	Students
4.	Rachel Fujimori
5.	Leiganne Lancey
6.	Athena Hsieh

NOMINATION PROCESS: CHECK ONE

GROUPS	HOW WERE NOMINATIONS MADE?	DATE
1. Teachers	Nomination Ballot or XVerbal at meeting	01/23/2018
2. Other Staff	Nomination Ballot or XVerbal at meeting	01/23/2018
3. Parents	Nomination Ballot or XVerbal at meeting	01/23/2018

VOTING PROCESS: CHECK ONE

GROUPS	HOW DID VOTING OCCUR?	DATE
1. Teachers	Voting ballot Ballot or X Hand Vote and Tally	01/23/2018
2. Other Staff	Voting ballot Ballot or X Hand Vote and Tally	01/23/2018
3. Parents	Voting ballot Ballot or X Hand Vote and Tally	01/23/2018

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

SCHOOL COMMITTEES

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

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

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

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

Hilton D. Bell Intermediate School

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

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

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

<p>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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Hilton D. Bell Intermediate School
SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

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

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Sandra Valencia
2.	M'Liss Patterson
3.	
4.	
5.	

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Vicki Lim	Melody Lim
2.	Yonna Cho	Britney Lee
3.	Hyeyoung Ko	Rachel Yun
4.	Adela Valenzuela	
5.	Joyce Clemmons	Lynsie Clemmons

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
4	÷	7	=	21	≥	.06

* 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)
Vicki Lim

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
10/24/17

HOW WERE NOMINATIONS MADE?	DATE	HOW DID VOTING OCCUR?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	10/24/17	Check One: Voting Ballot or XHand Vote & Tally	10/24/17

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):

- 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: 05/16/2017

Attested:

Please keep documents with original signatures at school site.

POSITION	TYPED NAME	SIGNATURE	DATE
Chairperson - Parent Member	Vicki Lim		5/16/2018
Principal	M'Liss Patterson		5/16/2018

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher Member	Dan Ybarra		5/16/2017
Student Member	Leihanne Lancey		5/16/2017
Teacher Member	Wendy Chiri		5/16/2017
Teacher Member	Hyun Sook Kim		5/16/2017
Teacher Member	Michelle Komer		5/16/2017
Student Member	Rachael Fujimori		5/16/2017
Secretary – Classified Member	Alison LaBrosse		5/16/2017
Vice Chair – Parent Member	Sherri Vadkerti		5/16/2017
Parliamentarian - Student Member	Melanie Lim		5/16/2017
Parent Member	Joyce Clemmons		5/16/2017

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
	Vicky Lim		5/16/2018
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Vicky Lim		5/16/2018
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Alison LaBrosse		5/16/2018
PRINCIPAL	Typed Name of Principal	Signature	Date
	M'Liss Patterson		5/16/2018