Submittal Page

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

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

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

2018-2019
School Plan for Student Achievement
For

Sunnyside Elementary School

GGUSD Mission	GGUSD Vision
To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.	We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

SSC Approved: 5/18/2018   Board Approved: July 17, 2018.

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

Check those that apply:

Not receiving Title I
Complete Sections A-F

XSchoolwide Title I
Complete Sections A-F

Targeted Assistance Title I
Complete Sections A-F

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

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

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

(1) Data Analysis Tool: Comprehensive Needs Assessment
The Data Analysis Tool includes district and site-level data for to support the analysis of school performance and progress. Data is aligned to our District's Strategic Plan and Local Control Accountability Plan (LCAP).
Data Analysis, Program Analysis, and Needs Assessment, includes data such as the following:
- Academic performance data to determine student needs, State Standardized Assessments
- Adequate Yearly Progress (AYP) performance data for all students and subgroups are used to develop the instructional support program
- California English Language Development Test (CELDT)/ English Language Proficiency Assessment for California (ELPAC) data
- District Benchmark exams
- After school program data
- School climate and safety data, including California Healthy Kids Survey (CHKS)
- Strategic Plan Survey (Student, Staff, and Parent), Parent Needs Assessment
- Input from stakeholders (advisory committees, parents, community, etc.)
- The relationship between professional development and the successful implementation of core programs or interventions
- Evidence of implementation of monitoring activities in SPSA

(2) Data Review: School Plan for Student Achievement Annual Evaluation
The means of evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. Monitoring of SPSA action plan and progress toward goals.
- **Highlight Strengths**: Which data reflected strengths for your school? Which prior year action steps have contributed to these areas of strength?
- **Highlight Areas for Growth**: Which data reflected areas of growth needed for your school? How will these areas for growth be addressed in your action steps and

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

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

(3) District Goal Statements

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

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

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

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

- Opportunities for all students to meet proficient and advanced levels of achievement in state standards
- Use of evidence-based instructional methods and strategies that:
  - o Strengthen the core academic program in the school
  - o Increase the amount and quality of learning time and help provide an enriched and accelerated program
  - o Deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during school hours
  - o Include strategies for meeting the educational needs of historically underserved populations
  - o Addressing the needs of low-achieving students and those at risk of not meeting state academic content standards
  - o Provide effective programs for English learners
  - o Address how the school will determine if such needs have been met
  - o 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	PROCEDURES 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.	- 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	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	7	9		13	27	22	47	27	44	20	36	33	13		
1	13	28	17	38	36	54	41	28	21	4	9	6	5		2
2	19	7	11	34	56	45	34	33	24	11	2	18	2	2	3
3	2	7	15	38	30	38	43	50	35	14	7	9	2	7	3
4	21	13	10	41	50	47	35	32	33	3	5	3			7
5	38	14	17	42	55	59	16	24	21	4	7				3
6	8	18	11	54	66	54	29	16	32	8		4			
Total	17	15	13	38	47	48	34	30	28	8	6	8	3	1	3

Percent of Students by Proficiency Level on CELDT Annual Assessment

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	1	3	2	10	13	6	33	28	29	14	25	29	41	31	35
1	11	27	16	37	35	53	40	27	20	5	10	6	6	2	6
2	18	7	10	35	57	43	33	32	25	10	2	20	4	2	3
3	2	6	15	37	28	38	42	47	35	14	6	9	5	13	3
4	18	13	9	38	48	42	30	30	33	5	5	3	10	5	12
5	35	14	17	42	55	59	19	24	21	4	7				3
6	12	18	10	52	65	48	28	18	29	8		6			6
Total	13	13	10	33	41	38	33	29	27	9	9	12	12	9	12

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	97	104	93	96	100	93	96	100	93	99.0	96.2	100
Grade 4	103	101	106	102	95	105	99	95	105	99.0	94.1	99.1
Grade 5	115	110	91	113	109	91	113	109	91	98.3	99.1	100
Grade 6	87	115	112	85	113	110	85	113	110	97.7	98.3	98.2
All Grades	402	430	402	396	417	399	393	417	399	98.5	97	99.3

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	2480.4	2478.4	2494.4	45	47	54.84	25	27	22.58	25	14	18.28	5	12	4.30
Grade 4	2489.8	2495.2	2504.6	33	31	38.10	28	32	29.52	18	20	20.00	18	18	12.38
Grade 5	2510.4	2537.4	2556.6	22	36	38.46	32	32	38.46	24	15	18.68	22	17	4.40
Grade 6	2555.0	2564.8	2569.3	26	23	35.45	35	46	33.64	27	23	15.45	12	8	15.45
All Grades	N/A	N/A	N/A	31	34	41.35	30	35	31.08	23	18	18.05	15	14	9.52

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	44	37	47.31	44	48	38.71	13	15	13.98
Grade 4	31	29	30.48	47	55	52.38	21	16	17.14
Grade 5	26	36	36.26	50	45	56.04	24	19	7.69
Grade 6	28	25	38.18	52	58	47.27	20	18	14.55
All Grades	32	32	37.84	48	51	48.62	20	17	13.53

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	52	57	58.06	38	32	34.41	10	11	7.53
Grade 4	30	37	47.62	55	46	43.81	15	17	8.57
Grade 5	31	42	47.25	47	42	45.05	22	17	7.69
Grade 6	32	29	41.82	47	60	37.27	20	11	20.91
All Grades	36	41	48.37	47	45	40.10	17	14	11.53

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	34	41	33.33	64	47	65.59	2	12	1.08
Grade 4	22	22	21.90	68	72	64.76	10	6	13.33
Grade 5	25	25	29.67	63	63	65.93	12	12	4.40
Grade 6	18	24	24.55	78	68	64.55	5	8	10.91
All Grades	25	28	27.07	67	63	65.16	8	10	7.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	46	41	54.84	47	47	38.71	7	12	6.45
Grade 4	20	25	37.14	47	61	48.57	12	14	14.29
Grade 5	26	45	52.75	55	45	40.66	19	10	6.59
Grade 6	32	50	52.73	59	42	35.45	9	9	11.82
All Grades	31	41	49.12	52	48	40.85	12	11	10.03

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	97	104	93	97	101	93	97	101	93	100.0	97.1	100
Grade 4	103	101	106	103	96	106	103	96	106	100.0	95	100
Grade 5	115	110	91	113	109	91	113	109	91	98.3	99.1	100
Grade 6	87	115	112	85	113	112	85	113	112	97.7	98.3	100
All Grades	402	430	402	398	419	402	398	419	402	99.0	97.4	100

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

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	2469.2	2481.2	2501.6	30	45	52.69	40	26	31.18	22	22	11.83	8	8	4.30
Grade 4	2487.4	2505.6	2506.8	19	23	31.13	28	40	31.13	41	32	26.42	12	5	11.32
Grade 5	2507.5	2526.6	2545.6	17	27	37.36	19	24	21.98	39	30	26.37	25	19	14.29
Grade 6	2556.5	2564.8	2561.6	26	27	33.04	26	33	25.00	32	23	19.64	16	17	22.32
All Grades	N/A	N/A	N/A	23	30	38.06	28	30	27.36	34	27	21.14	16	13	13.43

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	42	58	69.89	46	28	19.35	11	14	10.75
Grade 4	32	46	43.40	40	36	36.79	28	18	19.81
Grade 5	23	34	45.05	42	39	32.97	35	28	21.98
Grade 6	38	39	47.32	40	38	27.68	22	23	25.00
All Grades	33	44	51.00	42	35	29.35	25	21	19.65

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	39	43	49.46	40	45	45.16	21	13	5.38
Grade 4	24	27	33.96	52	54	47.17	23	19	18.87
Grade 5	14	21	28.57	54	52	49.45	32	27	21.98
Grade 6	26	29	31.25	60	47	46.43	14	24	22.32
All Grades	25	30	35.57	52	49	47.01	23	21	17.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	43	51	62.37	49	42	36.56	7	7	1.08
Grade 4	30	40	37.74	54	46	46.23	16	15	16.04
Grade 5	17	25	25.27	63	56	57.14	20	19	17.58
Grade 6	31	26	33.93	51	61	39.29	19	13	26.79
All Grades	30	35	39.55	55	52	44.53	16	14	15.92

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	703	718	686	694	663	655
	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%	32.9%	33.2%	30.0%	30.3%	32.7%	34.20%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	1%	0.1%	0.2%	%	%	%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	54.9%	55.4%	57.9%	57.9%	56.7%	54.50%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	0.1%	0.3%	%	0.4%	0.9%	1.07%
	Filipino	1.2%	1.2%	1.1%	1.%	1.2%	1.2%	3.0%	2.5%	1.6%	1.7%	1.5%	1.22%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	0.7%	0.6%	0.9%	1.2%	0.9%	0.76%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	7.8%	7.7%	9.0%	8.1%	6.5%	7.18%
	Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	0.4%	0.1%	0.3%	0.1%	0.3%	0.76%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	49%	51%	53%	43%	40.7%	38.0%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		58.7%	67.0%	63.4%	58.8%	57.0%	63.5%

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 l 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 (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* (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%	61%	69%	72.43%
	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%	51%	60%	65.42%
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%	44%	37.1%	72.0%
	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%	54%	54.3%	71.1%
Grades/Report Cards	The average GPA for all students ⓘ		maintain/ improve	IS 2.94 HS 2.74	IS 2.95 HS 2.80	IS 2.95 HS 2.80	2.79	2.84	3.14
	D/F Rate ⓘ (All courses, Spring Semester 2015)	Ds	improve	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	8.2%	8.84%	6.60%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	6.1%	7.3%	0.69%
Other Data								

ⓘ 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%	37%	33.67%
	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%	27%	37%	32.67%
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%**	76.0%	79.0%	47%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	15/4.1%	57/15.7%	56/19.0%
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%	17%	18.9%	31.0%
	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%	43%	37.3%	65.2%
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	2.24	2.37	3.10

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**
	D/F Rate for English Learners ⓘ (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%	13.9%	10.81%	10.00%
		Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	11.8%	10.41%	0.00%
Other Data									

ⓘ 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.								
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) 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.	Self-Management/Self-Regulation		≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	3.19/87%	4.06/96.07%	3.98/93.89%
	Scholarly Habits		≥ 3.0	ES 3.16/83% IS 2.90/73% HS 2.79/69%	ES 3.78/92% IS 3.72/89% HS 3.58/87%	ES 4.08/93% IS 3.75/89% HS 3.62/88%	3.19/85%	4.12/94.14%	4.17/94.88%
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	3.11	3.22	3.35
Other Data									

ⓘ 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
Highlight Strengths: Which data reflected strengths for your school?	English Language Arts and Mathematics proficiency rates continued to increase as evidenced by SBAC testing and benchmark scores. The percentage of English Language Learners being reclassified as English proficient increased.
Which prior year action steps have contributed to these areas of strength?	An emphasis on increasing rigor and the continued implementation of effective teaching strategies is a strong contributor to the success of our students.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Areas for growth need to focus on students not yet proficient in English Language Arts and Mathematics, as well as students who are English Learners.
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.)	Students will continue to receive targeted instruction, support, and intervention to ensure that adequate progress is being maintained.
Other Key Findings: What does your overall data show regarding progress towards goals?	The overall data provides evidence that students continue to progress in their academic performance meeting high expectations for their success.

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%	97.70%	97.40%	97.46%	97.42%
	Chronic Absenteeism Rate	CDE/Dashboard Method: For students enrolled at least 30 days, absent 10% or more on days of expected attendance at that school	Improve	N/A	N/A	N/A	7.4%	N/A	N/A	N/A	4.50%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance		5.0%	7.0%	6.0%	N/A	4.00%	3.00%	5.00%	N/A
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	10.12%	10.93%	11.74%	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	7.40%	5.70%	7.00%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.70%	1.50%	1.20%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	91.20%	92.70%	91.70%	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	3.11	3.11	3.22	3.35

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
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	3.30	3.35	3.42	3.53
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) 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.	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	3.30/83%	3.97/84.69%	4.03/84.65%
	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	3.42/93%	4.53/98.44%	4.51/98.20%
	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	3.43/94%	4.50/98.57%	4.52/98.58%
Other Data										

ⓘ 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.							

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) NOTE: 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%	3.10/85%	4.16/95.65%	4.20/95.45%
	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%	3.06/77%	4.05/90.17%	4.02/88.95%
	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%	3.31/86%	4.31/94.96%	4.29/94.33%

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
"Two-Year Report" for review of individual items.								
Citizenship	Citizenship	≥ 3.0	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.35	3.42	3.53
Other Data								

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12)* (Described as a composite scores by domain & percent of favorable responses) 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.	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%	3.42/92%	4.37/97.79%	4.38/97.24%
	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%I	ES 3.60/82% IS 3.52/84% HS 3.43/83%	2.77/63%	3.47/78.73%	3.63/81.49%
	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%	3.19/82%	4.03/92.71%	4.04/92.97%
		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%	2.47/54%	3.07/66.06%	3.20/66.04%
	Facilities Maintenance	Clean	≥ 3.0	ES 2.79/68% IS 2.64/62% HS 2.52/57%	ES 3.29/76% IS 3.22/79% HS 3.00/71%	ES 3.32/77% IS 3.28/80% HS 3.06/73%	2.57/57%	3.31/79.95%	3.42/83.56%
		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%	3.01/77%	3.55/85.27%	3.51/88.30%

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspension rates*	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	2.53	0.55	2.0
Expulsion rates*	Expulsion Rate *Not reported if ten or fewer students*	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs:	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. Parents have opportunities to be involved through volunteering, PTA, and ELAC. Parents enjoy supporting community events, such as Halloween Parade, Jog-a-thon, Carnival, Wednesday Treat Day, and Running Club. Parent Meetings focus on strategies for parents to use in supporting student success. Pastries with Principal and Family Learning opportunities provide learning opportunities as well as a means for parents to connect with our school, principal, staff, and each other.					
	The school has representative(s) that regularly attends: Parent Task Force X District English Learner Advisory Committee							
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.38	4.00*	4.26
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.36	4.10*	4.34
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.4	4.50	4.56
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.41	4.60	4.33
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
Highlight Strengths: Which data reflected strengths for your school?	Students are continuing to develop positive habits and behaviors to facilitate their academic and socio-emotional success as evidenced by growth in these areas on the annual survey.
Which prior year action steps have contributed to these areas of strength?	The school wide focus of providing a safe, academic environment with clear expectations as defined with our PBIS program has contributed to the success of students.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	There needs to be a continued emphasis on kindness and positive social behaviors as evidenced by the concern with bullying behaviors.
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.)	Students will be taught explicitly ways to show kindness and compassion. Bullying will be clearly defined and addressed. Character assemblies will support students in learning their role in creating a positive school cliamte.
Other Key Findings: What does your overall data show regarding progress towards goals?	Students feel safe and cared for at our school.

Goal Three l 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.									

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	66.8%	65%	72%	
	a-g Rate (DataQuest)		Maintain/ Improve	54.4%	53.8%	51.6%	N/A	57.10%	62.60%	54.30%	N/A
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	35%	32%	33%	32.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	16%	15%	19%	19.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	16%	34%	36%	32.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	45%	29%	29%	29.0%
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	870	880	893	907
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	39%	39%	441	453
		Writing	Maintain/ Improve	38.2	37.7			38%	38%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	41%	42%	452	454
	Average SAT Scores (New SAT	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076				1088
		Critical	≥ 480	477	478	475	537	473	490	490	537

| SCHOOL GOAL 3A: COLLEGE/CAREER READINESS | District-wide data that are predictive of success after high school 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
	2016-17)	Reading									
		Writing		478	478	473		476	491	491	
		Math	≥ 530	508	506	497	**539**	510	521	521	550
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	21%	21%	22%	21
		English	≥ 20	20	20	21	N/A	26%	20%	21%	20
		Math	≥ 20	22	22	23	N/A	23%	22%	22%	21
		Science	≥ 20	21	21	21	N/A	949	20%	21%	20
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%	26%	27%	25%	28.06%
	AP Test Takers (test takers/9-12 enrollment)		maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	23%	24%	22%	24.80%
	Total AP Exams		N/A	6339	6160	7009	7471	949	978	800	887
	AP Pass Rate* (exam scores 3, 4, 5)		maintain or improve	61.1%	61.4%	62.6%	64.19%	73%	59%	58.88%	60.65%
Other Data											

| 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
College Enrollment Rates (Fall enrollment	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	75%	79%	76%	83%

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS	College and career entrance and completion rates will improve annually.									

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
immediately after High School) K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	maintain or improve	30%	30%	29%	30%	30%	42%	26%	31%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	45%	37%	49%	51%
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%	93%	90%	89%	90%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	92%	99%	97%	98%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	90%	83%	84%	82%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.87	86.88%	80.00%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0419	7.13%	7.57%
CTE Pathways			137	140	244	333			41	48
Industry Certification			N/A	N/A	N/A	664				173
Articulation			447	478	496	1072			90	283
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				1
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
Highlight Strengths: Which data reflected strengths for your school?	College attendance rate continues to increase. College and career readiness are a school wide emphasis with College shirt days, college names displayed in classrooms, and the belief shared that every student can reach career and college goals.
Which prior year action steps have contributed to these areas of strength?	Students participate in goal setting activities.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Students need continued opportunities to envision themselves attending programs that will facilitate their success as an adult.
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.)	Students will have opportunities to attend family education events that focus on developing habits to ensure life long success.
Other Key Findings: What does your overall data show regarding progress towards goals?	Students are envisioning strong goals for their success in intermediate school, high school, college, and professional schools.

School Plan for Student Achievement Annual Evaluation

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

Section	Annual Evaluation Summary Description Use the guiding questions above and provide a summary response for each area of evaluation.
Plan Priorities	At Sunnyside there was a strong emphasis on student achievement as impacted by teaching and knowing student outcomes.
Plan Implementation	We utilized opportunities for teachers to study and implement the most effective teaching strategies through on site staff development, strategy academy, ILT, and lesson studies.
Strategies and Activities	Three focus areas were determined at the beginning of the year for study, mathematics, writing, and language arts. Rigor and English learner strategies were emphasized in planning and in the analysis of student success. Teachers worked in collaboration utilizing additional opportunities for studying teaching through shared P.E. and character assemblies. Teacher work centered on knowing student outcomes, effective teacher moves, high level questioning, and appropriate student moves.
Involvement/ Governance	Teachers and staff provided input during SSC Meetings, staff meetings, and in grade level teams.
Outcomes	Student work and assessment results provide strong evidence of academic growth and attainment of high student expectations.

California Education Code Section 64001(g): Form G

Section A: Planned Improvements in Student Performance

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

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE 2018-19 TITLE I	2018-19 SITE-LCFF
1	**Effective Instruction and CA State Standards:** Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration.	On-going	Principal, TOSA, Leadership	materials	2,839	
1a	Continued emphasis on student collaboration and discourse as strategies for increased learning and problem solving.	On-going	Principal, TOSA, Leadership			
1c	Purchase materials and supplies to support TK and Kindergarten Programs	On-going	Principal	Instructional Materials	1,000	
1d	Purchase materials and supplies to support GATE learners	On-going	Principal, Teachers	Instructional materials		1,000
1e	Ink for printers	2018/19	Principal/CAR	Ink	5,000	
1f	School Copiers will be maintained to support academic programs	2018/19	Principal, Office Clerk	Maintenance Agreement	4,627	
1g	A new school copier will be purchased to support instructional programs	Fall, 2018	Principal, Secretary	copier	14,000	

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
2	**Professional Development:** Maintain a strong program of professional development to support instruction leading to increased student achievement. Provide targeted support to teachers in best instructional practices to support all students, including targeted populations (educationally disadvantaged youth).	On-going	Principal, TOSA, Leadership	Staff Development set-aside (TI)	9,886	
2a	Utilize Instructional Leadership Teams to focus on increasing knowledge and skills in all instructional areas	On-going	Principal, Leadership, TOSA	substitutes	4,000	
2b	Provide opportunities for teachers to participate in Lesson Studies in agreed upon areas of focus	Fall, 2018; Spring, 2019	Principal, Leadership, TOSA	substitutes	2,000	
2c	Support teachers with opportunities for learning effective strategies through Strategy Academy and other opportunities to learn from teacher leaders and each other.	On-going	Principal, Leadership, TOSA			
2d	Utilize opportunities within the instructional day to increase technology skills through peer support and student leaders.	Fall emphasis	Principal, Leadership			
2e	Support teachers in attending educational conferences to increase skills in technology.	On-going	Principal, Leadership	substitutes/conference fees		1,000
2f	Support teachers in attending educational conferences to increase GATE strategies	On-going	K-6 Instruction, TOSA, Principal	Conferences		1,000
2g	Support teachers in attending educational conferences to increase effective teaching strategies.	On-going	Principal, TOSA	Conferences		1,000
3	**Extended Learning/Tutoring:** Provide intervention opportunities for	On-going	Principal, Grade Level Teams			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].					
3a	**Program Title or Focus:** Intervention in Language Arts and Mathematics **Brief Description:** Students will receive support to learn needed skills **Estimated # students served:** 120 Provide intervention opportunities before and after school to support students in need of reinforcement.		Principal, Leadership	**Staffing:** Teachers/ Tutors **Materials/Supplies:** Extra Duty Pay	5,000	
3b	**Program Title or Focus:** Learn to Play the Ukulele **Brief Description:** Students will learn to play the ukulele **Estimated # students served:** 30 Provide enrichment activities after school to support students in the STEM, Fine Arts, and Extended Learning.		Principal, Leadership	**Staffing:** Music Teacher **Materials/Supplies:** 30 Ukuleles		3,000

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
3c	**Program Title or Focus:** English Language Development **Brief Description:** Students will have an increased opportunity for learning and practicing English **Estimated # students served:** 40		Principal, Teachers	**Staffing:** Teachers **Materials/Supplies:** Imagine Learning Program Extra Duty	6,000	
3d	**Program Title or Focus:** Pentathlon Team **Brief Description:** Students participate in learning opportunities to prepare for competition. **Estimated # students served:** 24 6th Grade Students will have the opportunity to be part of the pentathlon team	2018-19	Principal, Coach	**Staffing:** Teacher **Materials/Supplies:** Enrollment Fees and online materials Literature Book		1,500
3e	**Program Title or Focus:** STEM **Brief Description:** Students will be invited to participate in STEM activities **Estimated # students served:** 60	2018 - 19	Principal, Teachers	**Staffing:** Teachers **Materials/Supplies:** Project related materials	5,000	

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**
3f	**Program Title or Focus:** Art Enrichment Program **Brief Description:** **Estimated # students served:** 70		Principal, Art Coordinator	**Staffing:** Boy and Girls Club **Materials/Supplies:** Art Supplies	4,500	1,000
3g	**Program Title or Focus:** Kindergarten and 1st Grade Foundational Skills Intervention **Brief Description:** Instruction to emphasis decoding and phonics **Estimated # students served:** 20		Principal	**Staffing:** Instructional Aide **Materials/Supplies:** Extra Duty	2,000	
3h	**Program Title or Focus:** Coding and Robotics **Brief Description:** Students participate in coding and robotics activities **Estimated # students served:** 120		Principal	**Staffing:** Teachers **Materials/Supplies:** Robots, extra duty pay	2,026	

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
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.)	On-going	Principal, Leadership	Instructional Materials	76835.36	15750
4a	Purchase Tablets to support educational programs	Fall, 2018	Principal, Leadership, Technology Assistant	Tablets	1,000	11,950
4b	Purchase math manipulatives for IMP lessons	Fall, 2018	Principal, Leadership, Technology Assistant	Various math manipulatives		0
4c	Replace Elmo's as needed	As needed	Principal, Technology Assistant	Elmos	0	
4d	P. E. Equipment	Fall, 2018	Principal, Custodian	Balls, equipment	2,000	
4e	Chromebook Carts for Storage	2018/19	Principal, Technology Assistant	Chromebook	4,500	
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).	On-going	Teachers, Principal, Instructional Aides	3% Contingency set-aside	2,966	4,435

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
5a	SST will be a vital part of our program for identifying students in need of extra support.	On-going	Principal, RSP/MM/SST Coordinator			
5b	Intervention support will be provided through the Resource Program as needed for individual students and small groups.	On-going	Principal, RSP Teacher			
5c	Instructional aides will be utilized to support student learning	On-going	Principal, Teachers	salary		15,649
6	**Assessment and Data Analysis:** Use multiple types of assessments to measure achievement and use data to inform instruction.	On-going	Principal, Grade Level Chairs	School Testing Clerk		9,532
6a	Utilize testing clerk to support teachers with accessing data and inputting data	On-going	Principal, Grade Level Chairs			
6b	Provide opportunities for teachers to study student data and work	Tri 1 and Tri 2	Principal, Grade Level Chairs	Substitutes		2,000
7	**Coordinated Services:** Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs	On-going	Principal, Office staff			
				TOTAL BUDGET PLANNING	130,653.36	63,316

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	PERSON RESPONSIBLE	BUDGETED	FUNDING SOURCE

		TARGET DATES		EXPENDITURES	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.	On-going	Principal, Teachers			
1a	Utilize collaboration, meeting opportunities for planning SELD/ALD lessons for all students.	On-going	Principal, Teachers			
1b	Additional materials and supplies will be purchased to support English Language Learners - realia, computer programs	On-going	Principal, Teachers	Materials or technology		0
2	**Support for Reclassified English Proficient Students** Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.	On-going	Principal, Teachers			
2a	Recognize students who met reclassification goal - medals	On-going	Principal	Certificates, trophies, pencils		0
3	**Writing Strategies:** Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.	On-going	Principal, Teachers			
				TOTAL BUDGET PLANNING		0

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.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1	**Self-Regulatory Programs:** Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.	On-going	Principal, Teachers, Leadership	Assemblies		2,000
1a	PBIS routines and practices will be continued to maintain positive behavior results.	On-going	Principal, Teachers, PBIS Committee	Incentives/Awards/Pencils		1,000
1b	Continuation with Habits of a Scholar instruction to increase student success and motivation.	On-going	Principal, Teachers, TOSA	Posters, incentives		500
2	**Technology:** Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the District Technology Plan.	On-going	Principal, Leadership, Technology Assistant	Technology Assistant		17,157
2a	Purchase applications for utilizing technology as a learning tool.	On-going	Principal, Technology Assistant	apps for ipads		2,000
2b	Purchase technology programs to support content learning	Yearly	Principal. Technology Assistant	Applications		1,000
2c	Purchase Go Guardian to ensure safety and accountability for students with technology	Yearly	Principal, Technology Assistant	Student subscription		2,200
3	**Library Media Center:** Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff. Enrich the library program through the purchase of supplemental materials and supplies.	On-going	Principal	Media Tech	17,905	
3a	Purchase Alexandria program for book and material check out	2018/19	Principal, Library Media Tech	license		600

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
				TOTAL BUDGET PLANNING	17,905	26,457

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.	On-going	Principal, Leadership			
1a	TESA strategies will continue to be a focus of collaboration, staff development, and reading.	On-going	Principal, TOSA, Leadership			
1b	PBIS strategies and practices will be maintained and refined.	On-going	Principal, PBIS Committee,Leadership			
1c	Staff will participate in a book stuies to increase skills for Teacher Expectations and Positive Growth Mindset.	Fall, 2018/Spring, 2019	Principal	Professional Books		1,677
1d	Students will be provided the opportunity to participate in a reading incentive program	Fall, 2018	Principal, Leadership	Incentive Program/AR or other		7,000
2	**Incentives:** Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	On-going	Principal, Leadership			
2a	Students will be recognized for achievement, citizenships, and progress toward goals.	On-going	Principal, Teachers, Leadership, Office Staff	Certificates, Pencils		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					

SCHOOL GOAL 2A: MOTIVATION	Students will demonstrate continued growth in their attitude towards learning.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
	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.					
				TOTAL BUDGET PLANNING		9,677

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**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.	On-going	Principal			
1a	Extra Time for Site Based Counselor	As needed	Principal/Psychologist			2,000
2	**School Connectedness:**	On-going	Principal, Leadership			

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)					
2a	Maintain opportunities for students to share and express ideas/concerns through Student Voice	Bi monthly				
2b	Maintain strong partnership with Boys and Girls Club of Garden Grove	On-going	Principal, Boys and Girls Club Liaison			
2c	Students will participate in one field trip	2018/19	Principal/Teachers	Entrance Fees		3,000
3	**Anti-Bullying/Internet Safety:** Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	On-going	Principal,Leadership			
3a	Students will learn about Internet Safety.					
3b	Random Act of Kindness Initiative will emphasize anti bullying.	2018/19	Principal, Student Council Lead Teachers	Rewards for recognition, Posters		200
3c	Students will be recognized for demonstrating monthly character traits	Monthly	Principal, Teachers	Rewards		200
3d	Students will participate in Anti-Bullying pep rally and assembly	October, 2018	Principal, Teachers	Assembly Fees		2,000
4	**Substance Abuse Prevention/Asset Development:** Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	On-going	Principal, Leadership, Teachers			
4a	Students will participate in Positive Action lessons to develop life strategies.	On-going	Principal, Teachers			
4b	Character education will continue to be emphasized and taught.	On-going	Principal, Teachers			
4c	Students in 5th and 6th grade will participate in Family	Spring, 2019	Principal, Teachers,			

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Life.		Nurse			
4d	Students will Participate in Kindness week	Winter, 2019	Principal, Student Council	Student Materials for Posters and Incentives		200
				TOTAL BUDGET PLANNING		7,600

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Welcoming Climate: Building Relationships with students, parents, and staff:** Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	0n-going	Principal, Leadership			
1a	Parents will be invited to learn strategies for supporting their students through Pastries with Parents offered bi monthly.	On-going	Principal			500
1b	Parent Education and family involvement opportunities will be provided to families bi monthly.	On-going	Parent Education Coordinators and Principal	Teacher Extra Pay		1,000
1c	Parents will be invited to community events including Back to School Night, Carnival, Jog-a-thon, Open House.	On-going	Principal, PTA			
1d	Open House and Back to School Night will be engaging community events	On-going	Principal, Teachers, PTA			

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1e	Incoming GATE families will be welcomed with an informative event	Spring 2018	GATE Coordinator, Principal			
1f	Community Liaisons will receive extra duty for providing training and support	On-going	Office Staff, Principal			2,500
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.	On-going	Principal, Parent Ed Coordinators	Parent Education set-aside (TI) School Community Liaison	989	
2a	Provide opportunities for parents to increase skills and learn about our school.	On-going	Principal, Parent Education Coordinators			
2b	40 Developmental Asset Training will be provided for families	Trimester 1	Principal, Community Liaisons			500
2c	10 Educational Commandments will be offered to parents	Trimester 2	Principal, Community Liaisons			500
2d	Translators will be available for conferences and other family events	On-going	Principal, Community Liaisons, Translators	Salary		2,759
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.	On-going	Principal, Leadership, Teachers			
3a	Email, School Messenger, Monthly Newsletters, , Peachjar, our website, and our marquee will be utilized to communicate with families.	On-going	Principal	School Messenger	557	

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
3b	School calendars will be provided throughout the year to keep parents abreast of school happenings.	On-going	Principal			
3c	3rd - 6th Grade Students will utilize agendas to maintain communication and organization	On-going	Principal	Agendas		1,500
4	**Facilities Maintenance:** Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	On-going	Principal, Custodian, Safety Committee		2,000	2,000
4a	Maintenance Agreements	Fall, 2018	Principal, Office Clerk		3,418	
4b	The primary school playground will be replaced	Fall, 2018	Principal	Playground		12,000
4c	Classroom Furniture will be purchased to support flexible seating	Fall, 2018	Principal, Leadersip			10,000
4d	Sound System will be purchased for MPR	Fall, 2018	Principal/Maintenance and Operations	Sound System/Installation		5,000
4e	Basketball backboards and hoops will be replaced.	Fall, 2018	Principal/Maintenance and Operations		2,700	
5	**Campus Safety:** Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. The school has a Comprehensive School Safety Plan on file, which encompasses Goal 2B, Goal 2C, and the Emergency Operations Plan.	On-going	Principal, Custodian, Safety Committee			
5a	New Safety Signs will be purchased	Fall, 2018	Principal, Custodian, Safety Committee	Signs		500
6	**Discipline & Rules:** Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students	On-going	Principal, , SST Coordinator, PBIS Team, Teachers, SSC/ELAC			

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
	identified through early warning indicators.					
6a	Students will be supported with positive expectations for behavior and their success through PBIS practices school wide. Incentives will be provided for students	On-going	Principal, Leadership	Small rewards/incentives		500
6b	PBIS Staff Development	On-going	Principal, PBIS Team	Teacher extra duty		1,500
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.	On-going	Principal, Boys and Girls Club Liaison			
7a	Sunnyside will continue with their partnership with Boys and Girls Club of Garden Grove.	On-going	Principal, Coordinator, Liaison			
7b	Sunnyside will reach out to our community and its resources, including GGPD for support.	On-going	Principal, Coordinator, Liaison			
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.	On-going	Principal, Leadership, TOSA			
				TOTAL BUDGET PLANNING	9,664	40,759

Goal Three l 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	FUNDING SOURCE 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.	On-going	Principal, Teachers			
1a	Students will study careers and career paths	Spring, 2019	Principal, Career Committee	Non fiction Books		
1b	Students will participate in Career Week to gain knowledge about careers	Spring, 2019	Principal, Career Committee			
2	**Student Mentoring:** Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	On-going	Principal, Teachers			
3	*(Secondary Focus)* **College/Career Ready Students and a-g Focus:** Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses.					
4	*(Secondary Focus)* **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.					

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
5	*(Secondary Focus)* **College Entrance and Readiness:** Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation.					
				TOTAL BUDGET PLANNING		

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

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	130,653.36
SITE-LCFF	63,316
Total	193,969.36

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	0
Total	0

SCHOOL GOAL 1C	
TITLE I	17,905
SITE-LCFF	26,457
Total	44,362

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	9,677
Total	9,677

SCHOOL GOAL 2B	
TITLE I	
SITE-LCFF	7,600
Total	7,600

SCHOOL GOAL 2C	
TITLE I	9,664
SITE-LCFF	40,759
Total	50,423

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
Total	

Total Allocation	
TITLE I	158222.36 Includes Extended Day Allocation of $24526
SITE-LCFF	147,809

Total Expenditures	
TITLE I	158,222.36
SITE-LCFF	147,809

Balance	
TITLE I	0
SITE-LCFF	0

GARDEN GROVE
UNIFIED SCHOOL DISTRICT

Sunnyside Elementary School

School Parental Involvement Policy: 2018-19

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

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

PARENTING: Help all families establish home environments to support children as students.
1. Our school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Our school provides parents of Title I students with timely information about Title I programs. 2. Our school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening, including multiple opportunities for parent education programs.
The school provides parents with information about the school's participation in and the requirements of programs such as, Title I, English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school organizes opportunities for parents to be involved throughout the school year. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. The school will schedule ongoing parent meetings to disseminate information regarding Title I and other school programs.
Parents will be provided opportunities to participate in educational events and trainings in order to support their students. Pastries with Parents and Parent education opportunities will be provided monthly. Newsletters will be distributed with current dates and meeting times.

COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Our school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. 4. ACCESSIBILITY: The school provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. 5. Our school has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].
Parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, identify their home language and preferred correspondence language during school registration. For language needs exceeding 15% of the school population, information will be made available in those languages. All

notices, flyers, newsletters, etc., are translated by either school staff or the translators at the ARC. School community liaisons are available to provide interpretation for parent meetings, parent conferences, and other activities at the school site.

Parents will be provided opportunities to give input regarding interest in needs at Parent Education Meetings, Pastries with Parents, SSC, and PTA. Yearly and monthly calendars will be distributed and posted on our website. Communication folders will facilitate the sharing of information to families. Community Liaisons will be available to translate and support our famileis.

VOLUNTEERING: Recruit and organize parent help and support.

6.   Our school provides support for parental involvement activities requested by Title I parents.
7.   With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

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

The results from the parent survey will be communicated to staff members and used to plan for meaningful parent activities to support learning and student achievement. Our parent educational coordinator will facilitate trainings based on parents' requests and needs.

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

8.   Our school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
9.   Our school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Our school provides parents with materials and training to help them work with their children to improve their children's achievement.

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

Parents are invited to monthly opportunities to learn about curriculum and standards. Pastries with Parents occurs bi monthly in the mornings and provides parents with information about school programs. Parent Education/Family Nights are planned bi monthly to include all members of the family in learning about Math, Science, Art, and other relevant topics.

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

10. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
11. Our school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

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

Parents are invited to participate in School Site Council Meeting. Dates and times are provided at the beginning of the year and prior to meetings. Meetings allow parents to provide feedback and share ideas related to the success of the school. The parent survey is reviewed to learn about areas of focus and concern.

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
	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: • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention • Scholarly habits and motivation
	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: • 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

TITLE I	INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED- APPROVAL NOT REQUIRED
	Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following: • 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.
	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.

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)** Purpose: 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** Purpose: Improve and increase the number of highly qualified teachers and principals.	X
	After School Education and Safety Grant (ASES) Purpose: Provides safe, constructive, and educationally enriching programs for students during non-school hours.	$82,350		**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
				Title III, Part A: Immigrant Students Purpose: Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.	X
FEDERALLY FUNDED PROGRAMS	**21st Century After School Safety and Enrichment for Teens (ASSETs) OR CLCC** Purpose Provides academic enrichment opportunities and supportive services in before or after school programs.	$			
	Title I, Part A: Schoolwide Program (SWP) Purpose: Upgrades the entire educational program of eligible schools in high poverty areas.	$			
	Title I, Part A: Targeted Assistance Program (TAS) Purpose: Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	$			
	Title I, Part A: Program Improvement (PI) Purpose: Assist Title I schools that have failed to meet targets for one or more identified student groups.	$79,942			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Sunnyside Elementary School

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D)		Quantity (E)	Total Cost (F)
			Goal Area	**Action Step Category**		
4400	School Coper	Title I	1A	g	1	15,000
4400	Tablets	Title I	1A	2	50	15,000
4400	Elmo's	Title I	1A	2	2	3,000
4400	Computers	Title I	1A	2	10	15,000
4400	Chromebook Carts	Title I	1A	2	3	10,000

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
LIB MEDIA TEC I	21.875%	1	XTitle I	Site LCFF	1C3
SCHOOL COMMUNITY LIAISON 1) SP 1) Viet	43.75%	2	Title I	XSite LCFF	2C2
IA-A TITLE 1	37.5%	1	XTitle I	Site LCFF	1A5
SCH TESTING AST	16.74%	1	Title I	XSite LCFF	1A6
TECH ASST	43.75%	1	Title I	XSite LCFF	1C2
			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 meeting minutes to document committee requirements including:

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

Sunnyside Elementary School
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)
*RECORDS MUST BE RETAINED FOR 3 YEARS

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

Composition of an Elementary School Site Council
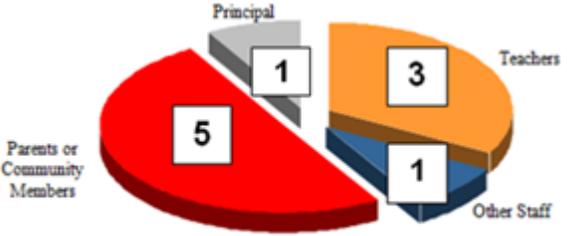 	
Composition of a Secondary School Site Council
	Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.
	
	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:
	  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.
	
	b. Members' terms of office: Members will serve one- or two-year terms.
	c. Procedure for replacing a member:
	The procedure for replacing a member shall be pre-determined. Recommended procedures include:
	  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.

Sunnyside Elementary 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 ELEMENTARY COMPOSITION

STAFF MEMBERS (5)	
	Principal
1.	Susie Dollbaum
	Teachers
2.	Patty Trcka
3.	Marisol Diaz
4.	Lori Peterson
	Other Staff
5.	Mercedez Rodriguez

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Bridgette Carillo
2.	Vincent Tran
3.	Cathy Seabourne
4.	Amalia Astorga
5.	Nora Cretu

NOMINATION PROCESS: CHECK ONE

GROUPS		HOW WERE NOMINATIONS MADE?	DATE
1.	Teachers	Nomination Ballot or XVerbal at meeting	8/27/18
2.	Other Staff	Nomination Ballot or XVerbal at meeting	8/29/18
3.	Parents	XNomination Ballot or Verbal at meeting	9/12/18

VOTING PROCESS: CHECK ONE

GROUPS		HOW DID VOTING OCCUR?	DATE
1.	Teachers	Voting ballot or XHand Vote and Tally	8/27/18
2.	Other Staff	Voting ballot Ballot or X Hand Vote and Tally	8/29/18
3.	Parents	X Voting ballot Ballot or X Hand Vote and Tally	10/23/18

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

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

SCHOOL COMMITTEES

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

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

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

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

Sunnyside Elementary School
SECTION E: ESTABLISHMENT OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
*RECORDS MUST BE RETAINED FOR 3 YEARS

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

Composition of English Learner Advisory Committee	Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).
COMPOSITION REQUIREMENTS 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.	**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: 1. <u>Ballot By Mail:</u> 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. <u>Voice Vote:</u> 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. <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 of English learners to vote. Parents from last year's ELAC count the ballots. **b. Members' terms of office:** Members will serve one- or two-year terms. **c. Procedure for replacing a member:** The procedure for replacing a member shall be pre-determined. Recommended procedures include: 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.

Sunnyside Elementary 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*		NAME OF PARENTS AND NAME OF THEIR EL STUDENT	
1.	Susie Dollbaum	1. Sarah Monge	Zoey Monge
2.	Marisol Diaz	2. Amalia Astorga	Carlos Astorga
3.	Mercedez Rodriguez	3. Eun Kyung Park	Jun Kim
4.		4. Nora Cretu	Alex Cretu

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	=	57%	≥	35%

* 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)	WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
Eun Kyung Park	October 23, 2018

HOW WERE NOMINATIONS MADE?	DATE		HOW DID VOTING OCCUR?	DATE
Check One: XNomination Ballot or Verbal at Meeting	9/12/18		**Check One:** Voting Ballot or XHand Vote & Tally	10/23/18

SECTION F: PLAN APPROVAL PAGE

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

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

   X   English Learner Advisory Committee

            Community Advisory Committee (CAC) for Special Education Programs

            Gifted and Talented Education Program Advisory Committee

   X   Other : e.g., School Safety Planning Committee, District/School Leadership Team (DSLT)

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

This school plan was adopted by the school site council at a public meeting on: 5/14/19

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Susie Dollbaum		5/18/18
SSC Chairperson	Amalia Astorga		5/18/18

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Lori Ward	*(signature)*	5/18/18
Teacher	Colleen Geer	*(signature)*	5/18/18
Teacher	Marisol Diaz	*(signature)*	5/8/18
Parent	Sara Monge	*(signature)*	5/18/18
Parent	Amalia Astorga	*(signature)*	5/18/18
Parent	Nora Cretu	*(signature)*	5/18/18
Parent	Mimie Dinh		5/18/18
Parent	Adelita Luna		5/18/18
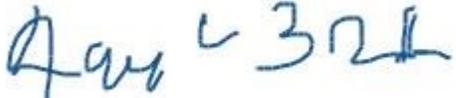
SECTION F: RECOMMENDATIONS AND ASSURANCES

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Amalia Astora		5/18/18
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Sara Monge		5/18/18
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Dolly Chatterton		5/18/18
PRINCIPAL	Typed Name of Principal	Signature	Date
	Susie Dollbaum		5/18/18