Submittal Page

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

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

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

2018-2019

School Plan for Student Achievement

For

Earl Warren 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: May 22, 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:
    - Strengthen the core academic program in the school
    - Increase the amount and quality of learning time and help provide an enriched and accelerated program
    - Deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during school hours
    - Include strategies for meeting the educational needs of historically underserved populations
    - Addressing the needs of low-achieving students and those at risk of not meeting state academic content standards
    - Provide effective programs for English learners
    - Address how the school will determine if such needs have been met
    - Are consistent with the state plan and LEA plan
- Instruction by highly effective teachers
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract highly effective teachers to high-need schools
- Strategies to increase parental involvement – detailed in Section B
- Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program
- Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of academic content standards
- Coordination and integration of federal, state, and local services and programs
- Start and completion dates for each action or indication of timeline and target dates

SECTION B

School Parental Involvement Policy (SPIP)

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

COMMON PAGES (SECTIONS C THROUGH F)

SECTION C

Centralized Services and Support for Planned Improvement in Student Performance

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment & Site-LCFF Expenditures

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Planning Tool

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS	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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		7		25	13	30	50	47	50	25	20	10		13	10
1	2	13	28	38	40	36	36	29	28	18	13	8	6	4	
2			14	39	31	35	42	42	42	14	24	7	6	2	2
3	3		8	11	25	36	54	53	28	30	19	22	3	3	6
4	6	13	10	27	25	30	50	59	50	6	3	7	10		3
5	11	14	15	32	49	54	46	26	31	11	12				
6	9	19	21	36	41	36	41	30	33	14	11	3			6
Total	4	9	16	30	34	37	45	39	36	16	15	8	5	3	3

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	2	5	3	12	15	22	15	32	22	34	48	52	37
1	2	15	28	35	38	36	33	28	28	19	13	8	11	6	
2			14	39	31	35	42	42	42	14	24	7	6	2	2
3	3		8	11	24	35	53	50	27	29	18	22	5	9	8
4	6	11	10	27	23	29	50	54	48	6	3	6	10	9	6
5	10	13	15	31	46	54	45	24	31	10	11		3	7	
6	9	18	21	35	39	36	39	29	33	13	11	3	4	4	6
Total	3	7	15	24	27	33	37	33	31	19	16	12	16	17	9

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	76	70	74	76	65	73	76	65	73	100.0	92.9	98.6
Grade 4	76	74	66	76	69	66	76	69	66	100.0	93.2	100
Grade 5	67	81	62	67	79	62	67	79	62	100.0	97.5	100
Grade 6	66	71	77	64	70	77	64	70	77	97.0	98.6	100
All Grades	285	296	279	283	283	278	283	283	278	99.3	95.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2395.0	2428.7	2439.8	9	25	21.92	20	23	36.99	37	32	21.92	34	20	19.18
Grade 4	2421.2	2445.0	2463.1	8	7	18.18	18	36	30.30	21	25	22.73	53	32	28.79
Grade 5	2482.8	2493.2	2503.9	9	15	11.29	33	32	43.55	27	25	29.03	31	28	16.13
Grade 6	2522.1	2538.9	2532.6	13	14	11.69	39	36	44.16	25	37	25.97	23	13	18.18
All Grades	N/A	N/A	N/A	10	15	15.83	27	32	38.85	28	30	24.82	36	23	20.50

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	9	22	23.29	45	45	49.32	46	34	27.40
Grade 4	5	7	18.18	54	57	54.55	41	36	27.27
Grade 5	12	14	11.29	54	56	69.35	34	30	19.35
Grade 6	11	14	15.58	50	60	55.84	39	26	28.57
All Grades	9	14	17.27	51	54	56.83	40	31	25.90

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	13	22	27.40	50	54	52.05	37	25	20.55
Grade 4	11	6	16.67	49	62	56.06	41	32	27.27
Grade 5	13	13	19.35	66	56	64.52	21	32	16.13
Grade 6	30	26	27.27	44	53	53.25	27	21	19.48
All Grades	16	16	23.02	52	56	56.12	32	28	20.86

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	8	14	16.44	71	69	68.49	21	17	15.07
Grade 4	4	12	16.67	67	78	63.64	29	10	19.70
Grade 5	15	11	11.29	63	70	69.35	22	19	19.35
Grade 6	14	14	15.58	67	80	75.32	19	6	9.09
All Grades	10	13	15.11	67	74	69.42	23	13	15.47

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	13	26	28.77	54	58	56.16	33	15	15.07
Grade 4	3	13	27.27	49	72	53.03	28	14	19.70
Grade 5	15	28	27.42	64	59	59.68	21	13	12.90
Grade 6	22	27	22.08	66	60	63.64	13	13	14.29
All Grades	13	24	26.26	58	63	58.27	24	14	15.47

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	76	70	74	76	67	73	76	67	73	100.0	95.7	98.6
Grade 4	76	74	66	76	70	66	76	70	66	100.0	94.6	100
Grade 5	67	81	62	67	79	62	67	79	62	100.0	97.5	100
Grade 6	66	71	77	65	71	77	65	71	77	98.5	100	100
All Grades	285	296	279	284	287	278	284	287	278	99.6	97	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2426.4	2439.9	2456.6	17	22	17.81	22	30	47.95	33	34	26.03	28	13	8.22
Grade 4	2443.7	2470.7	2475.0	1	3	12.12	24	49	28.79	51	29	43.94	24	20	15.15
Grade 5	2451.8	2497.6	2495.8	1	11	4.84	13	22	19.35	36	34	54.84	49	33	20.97
Grade 6	2514.5	2543.2	2543.4	11	20	15.58	17	28	27.27	45	37	42.86	28	15	14.29
All Grades	N/A	N/A	N/A	8	14	12.95	19	32	31.29	41	33	41.37	32	21	14.39

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	30	36	42.47	36	45	41.10	34	19	16.44
Grade 4	9	19	19.70	43	54	46.97	47	27	33.33
Grade 5	4	19	11.29	28	43	56.45	67	38	32.26
Grade 6	12	34	29.87	48	44	41.56	40	23	28.57
All Grades	14	26	26.62	39	46	46.04	47	27	27.34

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	16	21	24.66	49	45	64.38	36	34	10.96
Grade 4	5	9	15.15	45	67	57.58	50	24	27.27
Grade 5	10	10	6.45	31	42	62.90	58	48	30.65
Grade 6	11	14	12.99	51	63	66.23	38	23	20.78
All Grades	11	13	15.11	44	54	62.95	45	33	21.94

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	28	28	31.51	55	58	63.01	17	13	5.48
Grade 4	8	13	24.24	47	60	46.97	45	27	28.79
Grade 5	6	10	3.23	40	56	70.97	54	34	25.81
Grade 6	11	14	12.99	60	61	63.64	29	25	23.38
All Grades	13	16	18.35	51	59	61.15	36	25	20.50

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	507	469	491	505	490	493
	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%	75.2%	76.1%	75.4%	75.8%	76.5%	75.46%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	%	0%	%	%	%	0.20%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	14.0%	14.1%	14.1%	13.5%	12.9%	13.39%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.2%	0.6%	0.8%	1.0%	0.4%	0.61%
	Filipino	1.2%	1.2%	1.1%	1.%	1.2%	1.2%	1.8%	1.3%	0.8%	1.2%	0.6%	0.81%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	2.6%	1.5%	1.6%	1.2%	1.2%	1.22%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	4.3%	5.5%	5.9%	4.4%	4.3%	4.46%
	Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	1.0%	0.9%	1.4%	%	4.1%	3.85%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	57%	60%	62%	59%	52.9%	46.2%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		74.6%	87.6%	88.4%	84.0%	82.0%	86.4%

GARDEN GROVE UNIFIED
SCHOOL DISTRICT
EST. 1965

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 I 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%	37%	47%	54.68%
	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%	27%	46%	44.24%
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%	19%	31.9%	50.3%
	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%	34%	37.9%	60.2%
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	2.71	2.80	2.92
	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%	9.7%	10.21%	9.90%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	6.2%	7.6%	0.99%
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%	13%	20%	25.89%
	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%	10%	28%	23.22%
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%**	60.9%	64.9%	44%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	19/6.8%	33/10.9%	31/10.4%
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%	8%	10.3%	27.5%
	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%	24%	26.1%	62.4%
Grades/Report Cards (EL subgroup)	The average GPA for English Learners ⓘ	improve	IS 2.47 HS 2.18	IS 2.48 HS 2.25	IS 2.52 HS 2.29	2.26	2.33	2.28

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%	14.6%	13.93%	20.63%
		Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	10.4%	9.19%	3.17%
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%	3.28/87%	3.93/93.72%	3.89/92.68%
	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%	3.32/86%	3.99/91.41%	3.97/90.13%
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	3.00	3.12	3.28
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?	Students have become more comfortable with self-management and self-regulation student traits per the increase is scores.Additionally, students believe they possess scholarly habits (over 90%) as well as becoming increasingly confident with their ability to manage work habits.
Which prior year action steps have contributed to these areas of strength?	Continued focus school wide on new state standards and instructional strategies
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Goal 1A:Based on state, district and report card data, student critical thinking and problems solving skills continue to improve Goal 1B: Academic English, similar go goal 1A, continues to improve with Warren's EL population Goal 1C: Students have become more comfortable with self-management and self-regulation student traits per the increase is scores.Additionally, students believe they possess scholarly habits (over 90%) as well as becoming increasingly confident with their ability to manage work habits.
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.)	Warren staff will continue to focus on academic vocabulary, writing strategies and student discourse through PD, lesson studies, and data analysis
Other Key Findings: What does your overall data show regarding progress towards goals?	Although some growth was minimal, Warren students demonstrated growth across the board wtth Goal 1

Goal Two I PERSONAL SKILLS

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)				**LCAP** EXPECTED OUTCOME	**DISTRICT**				**SCHOOL**			
					2013-14	**2014-15**	**2015-16**	**2016-17**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Attendance Rates*	Attendance Rate			Improve	96.76%	96.76%	96.70%	96.58%	96.68%	96.19%	96.13%	96.01%
	Chronic Absenteeism Rate	CDE/Dashboard Method: For students enrolled at least 30 days, absent 10% or more on days of expected attendance at that school		Improve	N/A	N/A	N/A	7.4%	N/A	N/A	N/A	7.30%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance			5.0%	7.0%	6.0%	N/A	5.00%	11.00%	7.00%	N/A
Truancy Rate	Truancy Rates			Improve	22.46%	22.13	21.92%	N/A	8.65%	17.36%	15.93%	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	7.20%	1.40%	3.90%	N/A
		Annual adjusted grade 9-12 dropout rate		Improve	2.5%	2.1%	1.6%	N/A	1.70%	1.20%	1.10%	N/A
Graduation Rates*	Graduation Rate			Improve	89.2%	89.7%	89.4%	N/A	91.40%	93.50%	95.30%	N/A
Work Habits	Work Habits			$\geq$ 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	3.02	3.00	3.12	3.28

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	3.29	3.28	3.39	3.49
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	3.21/78%	4.37/93.06%	2.99/56.64%
	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	3.50/94%	4.37/96.65%	4.22/94.81%
	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	3.53/93%	4.34/95.33%	4.35/96.38%
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%	3.25/85%	4.11/93.23%	4.11/93.84%
	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%	3.22/80%	3.95/85.87%	4.01/88.86%
	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%	3.40/87%	4.19/91.50%	4.16/93.82%

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	3.28	3.39	3.49
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%	3.53/91%	4.25/94.42%	4.25/94.98%
	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%l	ES 3.60/82% IS 3.52/84% HS 3.43/83%	2.87/65%	3.65/84.77%	3.46/78.99%
	Safety	Feeling safe at school	≥ 3.0	ES 3.45/91% IS 3.00/80% HS 2.91/79%	ES 4.04/90% IS 3.74/90% HS 3.60/89%	ES 4.05/91% IS 3.69/89% HS 3.56/88%	3.33/87%	4.14/91.37%	3.88/85.19%
		Bullying	≥ 3.0	ES 2.93/73% IS 2.74/66% HS 2.94/77%	ES 3.30/68% IS 3.83/86% HS 3.90/89%	ES 3.09/62% IS 3.75/84% HS 3.87/89%	2.07/35%	3.30/68.35%	2.64/45.93%
	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%	2.72/65%	3.77/90.29%	3.46/81.04%
		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%	3.30/87%	3.76/86.67%	3.04/71.94%

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%	1.15	0.16	0.4
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. P.I.E. (Partners In Education), SSC, ELAC, PTA Meetings, Special Education Parent Trainings/Inservices, Family Night, STEM Night						
	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	3.4	3.53*	4.38
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.46	3.69*	4.51
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.35	4.37	4.35
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.21	4.03	4.15
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?	Socio-emotional well being, according to survey data, is strong. Growth mindset, self-efficacy and expectations additionally are areas of strength according to Warren's student annual survey.
Which prior year action steps have contributed to these areas of strength?	Strong focus on GGUSD Goal 2. Continued integration of goal 2 within daily instruction and beyond, training/support for parents and classified personnel in these areas as well.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	A decrease in truancy and increase in attendance percentages is an area of need
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.)	Monthly incentives are being implemented as of August 2017 for students showing up to school on time and being in school daily. Parent newsletters/information goes home monthly.
Other Key Findings: What does your overall data show regarding progress towards goals?	Warren Elementary is progressing in the area of Goal 2

Goal Three I 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	52.5%	57%	60%	
	a-g Rate (DataQuest)		Maintain/ Improve	54.4%	53.8%	51.6%	N/A	47.90%	48.80%	45.80%	N/A
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	17%	21%	25%	27.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	2%	2%	8%	7.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	12%	38%	38%	37.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	32%	17%	16%	23.0%
PSAT/SAT/ACT Exams	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	Maintain/ Improve	870	880	893	N/A	830	830	828	842
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	36%	35%	413	420
		Writing	Maintain/ Improve	38.2	37.7			36%	35%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	37%	37%	415	422
	Average SAT Scores (New SAT	Total Score	Maintain/ Improve	N/A	N/A	N/A	**1,076**				979
		Critical	≥ 480	477	478	475	**537**	449	451	451	493

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		447	443	443	
		Math	≥ 530	508	506	497	**539**	451	455	455	487
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	20%	20%	20%	20
		English	≥ 20	20	20	21	N/A	19%	17%	18%	18
		Math	≥ 20	22	22	23	N/A	18%	19%	21%	20
		Science	≥ 20	21	21	21	N/A	741	19%	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%	19%	20%	23%	22.76%
	AP Test Takers (test takers/9-12 enrollment)		maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	18%	18%	21%	23.28%
	Total AP Exams		N/A	6339	6160	7009	7471	741	680	823	840
	AP Pass Rate* (exam scores 3, 4, 5)		maintain or improve	61.1%	61.4%	62.6%	64.19%	43%	36%	49.45%	50.12%
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%	62%	73%	65%	75%

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%	25%	27%	23%	31%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	37%	46%	43%	44%
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%	83%	83%	85%	83%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	97%	96%	92%	96%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	75%	76%	80%	76%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.09	89.05%	85.16%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.83	6.02%	7.03%
CTE Pathways			*137*	*140*	*244*	*333*			19	33
Industry Certification			N/A	N/A	N/A	664				17
Articulation			447	478	496	1072			75	165
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				5
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/Career Readiness as well as College/Career Success continues to positively progress.
Which prior year action steps have contributed to these areas of strength?	A focus on GGUSD Goal 2 throughout the school year as well as CCMP taking place throughout the year were 2 contributing factors strengthening the area of future education. Utilizing collaborative methodology, parent education, as well as data analysis in various forms at the school site has contributed to an increase with EAP
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Continued progress is necessary with increasing the success rates of PSAT/ACT/SAT exams
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.)	Increased cross grade level collaborative data discussions/instructional practice discussions, additional support with PDSA through CORE Math cohort/practices, AVID implementation in grades 3-6
Other Key Findings: What does your overall data show regarding progress towards goals?	Continued growth in student academic progress long term is an area needing focus and scrutiny

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	1. Support to all students in the areas of ELA, Mathematics and Writing through teacher training, materials and supplies and extended learning opportunities (Goals 1A, 1C) 2. Support to EL students in acquisition of learning English Skills through teacher PD, parent trainings, and materials and supplies (Goal 1B) 3. Ensuring all students receive socio-emotional supports, improving personal skills (Goals 2A, 2B, 2C), resulting in lifelong success
Plan Implementation	1. Through Teacher PD and TOSA support, teachers receive training in the areas of Writing, SGRI and Math on teaching strategies supporting student comprehension and understanding of content being taught. Parents receive information as to how to support their children in these areas throughout the year; parent trainings, newsletters, school messenger, individual meetings. 2. After analyzing progress of EL students progress and areas of need through grade level/cross-grade level data meetings, teachers identified instructional strategies in support of EL students (student discourse, sentence frames, questioning strategies, notetaking strategies). An emphasis on EL focus students identified by K-12 Services guide discussions. Parents receive information as to how to support their children in these areas throughout the year; parent trainings, newsletters, school messenger, individual meetings. 3. Warren addresses socio-emotional needs of students through a monthly "growth mindset" focus, student goal-setting TK-6, as well as "Striving Scholars" from each classroom meeting and discussing GRIT, growth mindset and progress towards individual goals. Counseling supports are in place to address student individual and/or group needs. Parents receive information as to how to support their children in these areas throughout the year; parent trainings, newsletters, school messenger, individual meetings.
Strategies and Activities	1. Strategies that have been most effective in supporting students in ELA, Mathematics and Writing were; teacher data meetings, site and district PD trainings, co-planning/co-teaching lessons, teachers in grades 3-6 participating in CORE math PDSA process, and student consistent goal-setting throughout the year. 2. Strategies positively affecting EL student English skill acquisition/academic growth were; data meetings, discussions with teachers about K-12 EL students/LTELs and areas necessary for student growth, and staff meetings / trainings with a focus on student discourse.

	3. Strategies most effective in supporting socio-emotional supports and improving personal skills with students were; monthly growth mindset meetings, "Striving Scholar" meetings with a focus on GRIT, students setting goals with their progress in the areas of math, reading, writing, identified students setting goals and graphing progress towards behaviors ** Limited time with PD and availability of TOSAs/district personnel to support trainings placed constraints on progress of plan.
Involvement/ Governance	* SSC reviewed site plan throughout the year, provided opportunities for input and suggestions. Discussions regarding progress/lack of progress in areas were shared and discussed. Advisory committees to GGUSD brought back information to share with parents throughout the year. * Teacher advisory groups (GLC Members meeting monthly, ILT monthly meetings) addressed student data, progress & and lack of progress as well as next step recommendations. * The plan was monitored through student/parent/teacher surveys as well as ongoing teacher and parent meetings. Continued ongoing monitoring and analysis of planned activities by all stakeholders will ensure site developed plan addresses needs necessary for student growth.
Outcomes	1. Teachers received PD in academic areas in support of student growth. An emphasis of writing throughout the year during ILT meetings took place, addressing student understanding of the writing process. In the area of math, teachers participated in data analysis and instructional practices to ensure meaningful student discourse was emphasized and taught. Grades 3-6 identified teaching practice in support of student learning, collecting data and discussing at grade levels through CORE PDSA process. 2. EL student data was shared with stakeholders, with teachers looking at EL data and how to address / respond to data through instruction. 3. All stakeholders were aware of monthly growth mindset/GRIT focus areas throughout the year. Student goal-setting took place, with all stakeholders being aware of and understanding the process. SPSA GOALS NOT COMPLETELY MET: 1. Extensive PD in SGRI in support of individualized student support, AVID teacher training for all staff members and stakeholders would support District Goal 1 2. Support for EL students through analysis of writing, supporting EL students with academic vocabulary acquisition. Ongoing PD for staff members is planned to support instruction in classes 3. Follow-up and additional PD with TESA for all stakeholders is area of need for District Goal 2 4. Additional opportunities for College/Career Events, inclusive of guest speakers, would support all stakeholders with District Goal 3 5. Utilizing GGUSD F.A.R. (Focus, Act, Reflect) Model with students, teachers and stakeholders

California Education Code Section 64001(g): Form G

Section A: Planned Improvements in Student Performance

Goal One I 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.	August 2018-June 2019	Principal, TOSA, Teachers			0
1a	Professional Development for Teachers	August 2018-June 2019	Principal, TOSA, Teachers	books for PD book study, substitute teachers	1000	
1b	Teacher Data Meetings	August 2018-June 2019	Principal, TOSA, Teachers	substitute teachers	20000	
1c	TK-6 Instructional Resources	August 2018-June 2019	Principal, TOSA, Teachers	Books and materials	9000	
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).	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers	Staff Development set-aside (TI)	12, 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**
2a	ILT	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers			
2b	Strategy Academy	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers			
2c	Instructional Technology	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers, Tech Reps			
2d	Effective Instruction / Strategies	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers			
2e	Lesson Studies in ELA and Math	August 2018-June 2019	Principal, TOSA, ILT Team, Teachers			
2f	classroom walk-throughs	August 2018-June 2019	Principal, TOSA, Teachers			
2g	AVID Teacher Training	August 2018-June 2019	Principal, TOSA, Teachers			
3	**Extended Learning/Tutoring:** Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].	August 2018 - June 2019	Principal, TOSA, Teachers			
3a	**Program Title or Focus:** Academic Tutoring	October 2017-June 2018	Principal, TOSA, Teachers, SES	**Staffing:** Teachers, IAs,	6000	

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**
	Brief Description: Math **Estimated # students served:** 100 After /Before School Intervention		Teacher Lead	**Materials/Supplies:** extra duty		
3b	**Program Title or Focus:** Academic Tutoring and Intervention **Brief Description:** Language Arts **Estimated # students served:** 100 SGRI (Small Group Reading Instruction)	August 2017-June 2018	Principal, TOSA, Teachers	**Staffing:** Teachers, IAs, **Materials/Supplies:** extra duty	6000	
3c	**Program Title or Focus:** Academic Tutoring **Brief Description:** STEM **Estimated # students served:** 100		Principal, Teachers	**Staffing:** Outside Service, **Materials/Supplies:**	7000	
3d	**Program Title or Focus:** Academic Tutoring and Intervention **Brief Description:** AVID Strategies		Principal, TOSA, Teachers	**Staffing:** College Tutors, Teachers **Materials/Supplies:**	6000	

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
	Estimated # students served: 200			extra duty		
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.)	August 2018-June 2019	Principal		79146.46	0
4a	Technology	August 2018-June 2019	Principal	tablets, printers, document cameras	10000	15,000
4b	Student Materials and Supplies	August 2018-June 2019	Principal		10000	21,386
4c	Teacher Materials and Supplies	August 2018-June 2019	Principal		10000	
4d	Office Materials and Supplies	August 2018-June 2019	Principal		2,631	
4e	tablet carts	August 2018-June 2019	Principal			
4f	copy machine	August 2018-June 2019	Principal			8,000
4g	Flexible Seating	August 2018-June 2019	Principal, Teachers			10,000
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).	August 2018-June 2019	Principal	3% Contingency set-aside (TI)	3,037	4074
5a	Instructional Aides	August 2018-June 2019	Principal			

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**
5b	Bilingual Aides	August 2018-June 2019	Principal			
5c	Academic Coach	August 2018-June 2019	Principal			
5d	Library Media Tech	August 2018-June 2019	Principal			
5e	Technology Assistant	August 2018-June 2019	Principal			
6	**Assessment and Data Analysis:** Use multiple types of assessments to measure achievement and use data to inform instruction.	August 2018-June 2019	Teachers			7998
6a	DIBELS	August 2018-June 2019	Teachers			
6b	GGUSD Benchmarks	August 2018-June 2019	Teachers			
6c	CAASPP State Assessment	August 2018-June 2019	Teachers			
6d	Teacher Created Assessments	August 2018-June 2019	Teachers			
7	**Coordinated Services:** Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs	August 2018-June 2019	Principal, Teachers			
7a	Counseling Services through Outreach Programs	August 2018-June 2019	Principal, liaisons, teachers, BGC Counselors			
				TOTAL BUDGET PLANNING	144,826.46	66,458

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.	August 2018-June 2019	Principal, TOSA, Teachers			
1a	ELD Teacher Training	August 2018-June 2019	Principal, TOSA, Teachers			
1b	Data Analysis Meetings with Teachers	August 2018-June 2019	Principal, TOSA, Teachers			
1c	PD - Instructional Practices to Support EL Students	August 2018-June 2019	Principal, TOSA, Teachers	Materials, Supplies	2070	
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.	August 2018-June 2019	Principal			
2a	ELD Teacher Training	August 2018-June 2019	Teachers			
3	**Writing Strategies:** Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.	August 2018-June 2019	Principal, Teachers, TOSA			
3a	Train teachers on the unique implications of supporting EL and RFEP through writing	August 2018-June 2019	Principal, Teachers			
			TOTAL BUDGET PLANNING		2,070	

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Self-Regulatory Programs:** Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.	August 2018-June 2019	Principal, TOSA, Teachers			
1a	Student Goal Setting	August 2018-June 2019	Principal, TOSA, Teachers			
1b	Habits of a Scholar	August 2018-June 2019	Principal, TOSA, Teachers			
1c	CCMP	August 2018-June 2019	Principal, TOSA, Teachers			
1d	Growth Mindset	August 2018-June 2019	Principal, TOSA, Teachers	assemblies, substitutes		8000
1e	AVID	August 2018 - June 2019	Principal, TOSA, Teachers	PD, assemblies, substitutes		7941
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.	August 2018-June 2019	Teacher, TA			
2a	Teacher Technology Training	August 2018-June 2019	Teacher, TA	materials and supplies		7000
2b	Study Island	August 2018-June 2019	Teacher, TA			
2c	Renaissance Learning	August 2018-June 2019	Teacher, TA			
2d	Reading Eggs	August 2018-June 2019	Teacher, TA			

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**
2e	IT classes for staff and students	August 2018-June 2019	Principal, TOSA, Teacher, TA	tablets, document cameras, materials for robotics, printers, teacher hourly additional		3941
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.	August 2018-June 2019				
3a	Technology / Media Center	August 2018-June 2019	Principal, TA, Library/Media Tech.	desktop computers, technology tables, flexible seating	15965	
3b	Flexible seating	August 2018-June 2019	Principal, TA, Library/Media Tech.			
3c	RIF Program Implementation	August 2018-June 2019				
				TOTAL BUDGET PLANNING	15,965	26,882

Goal Two I 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.	August 2018-June 2019	Principal, Teachers, TOSA, Classified Staff		1000	
1a	TESA	August 2018-June 2019	Principal, Teachers, TOSA	substitutes, materials/supplies for students and teachers		
1b	Growth Mindset, GRIT	August 2018-June 2019	Principal, Teachers, TOSA	materials/supplies for students and teachers		
1c	AVID Training	August 2018 - June 2019	Principal, Teachers, TOSA	materials / supplies, PD training	4,000	
2	**Incentives:** Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	August 2018-June 2019	Principal, Teachers, TOSA	materials and supplies		
2a	Monthly Attendance Awards	August 2018-June 2019	Principal, Teachers, TOSA	materials and supplies		
2b	student certificates, trophies, wristbands, pencils	August 2018-June 2019		materials and supplies		
3	**Secondary Credit Recovery:** Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned).					

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**
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.	August 2018-June 2019	Principal, Teachers, TOSA		1,000	
4a	Monthly Attendance Awards	August 2018-June 2019	Principal, Teachers, TOSA			
4b	Parent Attendance Meetings	August 2018-June 2019	Principal, Office Staff	extra duty compensation, classified		
			TOTAL BUDGET PLANNING		6,000	

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
1	**Support Services/Counseling/Mental Health:** Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training	August 2018-June 2019	Principal, Teachers, Liaisons			

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
	program.					
1a	Site based counseling services onsite	August 2018-June 2019	Principal, Counselor			
2	**School Connectedness:** Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)				1000	984
2a	Student Council	August 2018-June 2019	Principal, Teachers	materials and supplies		
2b	Student Assemblies	August 2018-June 2019	Principal, Teachers, PTA			
2c	ASES, BGC	August 2018-June 2019	Principal, BGC			
2d	Community Service Projects	August 2018-June 2019	Principal, Teachers	materials and supplies, transportation		
2e	Before and After School Enrichment Programs	August 2018-June 2019	Principal, Teachers	materials and supplies		
2f	Family Nights	August 2018-June 2019	Principal, Teachers, TOSA	materials and supplies		
3	**Anti-Bullying/Internet Safety:** Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.					2000
3a	Internet Safety Anti-Bullying Classes	August 2018-June 2019	Teachers, Principal			
3b	Student Data Analysis of GGUSD Survey	August 2018-June 2019	Principal, TOSA			
3c	Anti-bullying assemblies	August 2018-June	Principal, Office Staff			

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
		2019				
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.				1,000	
4a	Monthly Character Dev. Program	August 2018-June 2019	Principal, Teachers, TOSA	materials and supplies		
4b	Life Skils	August 2018-June 2019	Principal, Teachers			
4c	Striving Scholar Program	August 2018-June 2019	Principal, Teachers			
				TOTAL BUDGET PLANNING	2,000	2,984

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.	August 2018-June 2019	Principal, Teachers, TOSA			2000
1a	P.I.E. (Partners In Education) Trainings	August 2018-June 2019	Principal, Teachers	materials and supplies		

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
1b	Back to School / Open House	August 2018-June 2019	Principal, Teachers			
1c	Math/Science/Technology Nights	August 2018-June 2019	Principal, Teachers			
1d	Family Nights	August 2018-June 2019	Principal, Teachers, TOSA			
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.	August 2018-June 2019	Principal, Teachers	Parent Education set-aside (TI)	1,013	36000
2a	P.I.E. (Partners in Education)	August 2018-June 2019	Principal, Teachers, TOSA	extra duty certificated and classified		
2b	Interpretation Services	August 2018-June 2019		extra duty certificated and classified		
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.	August 2018-June 2019	Principal, Teachers, Tech Reps		417	527
3a	School Messenger	August 2018-June 2019	Principal, Teachers, Tech Reps			
3b	School Marquee	August 2018-June 2019	Principal, Teachers, Tech Reps			
3c	School Website	August 2018-June 2019	Principal, Teachers, Tech Reps			

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**
3d	School newsletters / fliers	August 2018-June 2019	Principal, Teachers, Tech Reps	extra duty, classified		
4	**Facilities Maintenance:** Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	August 2018-June 2019	Principal, Custodians, M&O		1542	514
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.	August 2018-June 2019	Principal, Custodians, GGPD, Teachers			
5a	Health and Safety Meetings	August 2018-June 2019				
5b	OC Wellness Partnership	August 2018-June 2019				
5c	Site Surveillance Cameras	August 2018-June 2019				
6	**Discipline & Rules:** Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	August 2018-June 2019	Principal, Teachers, Parents			
6a	Discipline Assemblies	August 2018-June 2019	Principal, Teachers, Parents			
6b	Student Incentives and Awards	August 2018-June 2019	Principal, Teachers, Parents			
6c	Monthly Character Trait Focus Areas	August 2018-June 2019	Principal, Teachers, Parents			

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
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.	August 2018-June 2019	Principal, Teachers			
7a	OC Wellness	August 2018-June 2019	Principal, Teachers			
7b	Rainforest Cafe	August 2018-June 2019	Principal, Teachers			
7c	Sheperd's Grove Community Church	August 2018-June 2019	Principal, Teachers			
7d	Brusters	August 2018-June 2019	Principal, Teachers			
7e	HOPE Foundation	August 2018-June 2019	Principal, Teachers			
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.	August 2018-June 2019	Principal			
8a	After School / Before School PD	August 2018-June 2019	Principal			
				TOTAL BUDGET PLANNING	2,972	39,041

Goal Three I LIFELONG SUCCESS

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

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**College/Career Events:** Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	August 2018-June 2019	Principal			
1a	College Wednesdays	August 2018-June 2019	Principal			
1b	College Student Volunteers (SERVE CSULB)	August 2018-June 2019	Principal, CSULB			
1c	CCMP	August 2018-June 2019	K-12 Services			
1d	Guest Speakers	August 2018-June 2019	Principal			
1e	UDCP (Urban Dual Credential Program) CSULB	August 2018-June 2019	Principal, CSULB, OPS			
1f	AVID	August 2018-June 2019	Principal, Teachers			
2	**Student Mentoring:** Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	August 2018-June 2019	Principal, K-12, Teachers		4,000	
2a	CCMP	August 2018-June 2019	Principal, K-12			
2b	Latinos Unidos Program	August 2018-June 2019	Principal			
2c	School Wide Community Service	August 2018-June	Principal			

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
		2019				
2d	Cross Age Tutoring	August 2018-June 2019	Principal, Teachers			
2e	Inclusion Activities (SPED and General Education Students) Diversity Training	August 2018-June 2019	Principal, Teachers			
2f	Unified Champion Schools Events (Disability Awareness Days)	August 2018-June 2019	Principals, Teachers, OSE			
2g	AVID College Tutoring	August 2018 - June 2019	Principals, Teachers, College Tutors			
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.					
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.					

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
				TOTAL BUDGET PLANNING	4,000	

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.				2,000	
2a	Guest Speakers	August 2018-June 2019	Principal			
3	**Alumni Engagement:** Provide opportunities for alumni engagement and alumni outreach.					
				TOTAL BUDGET PLANNING	2,000	

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	144,826.46
SITE-LCFF	66,458
Total	211,284.46

SCHOOL GOAL 1B	
TITLE I	2,070
SITE-LCFF	
Total	2,070

SCHOOL GOAL 1C	
TITLE I	15,965
SITE-LCFF	26,882
Total	42,847

SCHOOL GOAL 2A	
TITLE I	6,000
SITE-LCFF	
Total	6,000

SCHOOL GOAL 2B	
TITLE I	2,000
SITE-LCFF	2,984
Total	4,984

SCHOOL GOAL 2C	
TITLE I	2,972
SITE-LCFF	39,041
Total	42,013

SCHOOL GOAL 3A	
TITLE I	4,000
SITE-LCFF	
Total	4,000

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

Total Allocation	
TITLE I	179833.46 Includes Extended Day Allocation of $34055
SITE-LCFF	135,365

Total Expenditures	
TITLE I	179,833.46
SITE-LCFF	135,365

Balance	
TITLE I	0
SITE-LCFF	0

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Earl Warren 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.
The schedule of parent meetings and parent education opportunities are disseminated to parents through electronic messaging, school website, newsletters,Peach Jar, and School Messenger. Additionally, a calendar of parent meetings and events is distributed to families. Copies are available in the school office as well as on the school website. Parent meetings include P.I.E. (Partners in Education) trainings, SSC/ELAC meetings, PTA meetings, Parent SPED meetings as well as individual/small group parent focus meetings.

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.

Warren's Parental Involvement Policy was developed with parent input gathered through parent meetings, School Site Council Meetings, and ELAC Meetings. The school distributes the policy via the website, Back-to-School Night, parent information packets as well as parent-teacher conferences.

VOLUNTEERING: Recruit and organize parent help and support.

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

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

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

The annual parent survey provides parents an opportunity to provide input into parent involvement needs. These results from the survey are shared with staff and parents, which help to guide the action planning process for the school site. Through staff meetings and professional development opportunities, teachers and other staff are educated about the value of parent contributions and how to work with parents as equal partners. Staff are to facilitate parent education programs, such as Partners in Education (P.I.E.).

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

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

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

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

Parent meetings such as Math,Science and Technology Night, Partners in Education Trainings and Literacy Nights provide parents with information on how to help students at home.

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

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

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

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

requirements related to Title I, parent involvement, SSC and ELAC topics to be discussed, as well as the process of reviewing and developing the SPSA, including this parental involvement policy.

The school invites parents to participate on the School Site Council and other parent committees. Parents are also involved in the development of the school plan and are given an opportunity to provide feedback into school actions through meetings and the annual parent survey.

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

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

[Upload a copy of the compact to DTS.]

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

TITLE I	DIRECT CATEGORICAL SUPPORT SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED – APPROVAL NOT REQUIRED
	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
	Supplemental transportation to after-school program for at-risk students.
	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.

TITLE I	INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED- APPROVAL NOT REQUIRED
	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.	$112,500		**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.	$74,250			
	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.	$96,283			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Earl Warren 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	Tablets	Title I	1C.2	2	35	10,000
4400	Printers	Title I	1C.2	2	25	9,000
4400	Document Cameras	Title I	1C.2	2	15	9,000
4400	Projectors	Title I	1C.2	2	20	15,000
4400	Copy Machine	Title I	1C.2	2	1	6,000
4400	iPads	Title I	1C.2	2	50	25,000

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	1C(3)
TECH ASSIST I	37.5%	1	Title I	XSite LCFF	1C(2)
SCH TESTING AST	10.938%	1	Title I	XSite LCFF	1A(6)
SCH COMM LIAISON WKR BIL	43.75%	2	Title I	XSite LCFF	2C(2)
INSTRUCTIONAL AIDE	37.5%	2	Title I	XSite LCFF	1A(5)
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

Title 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.

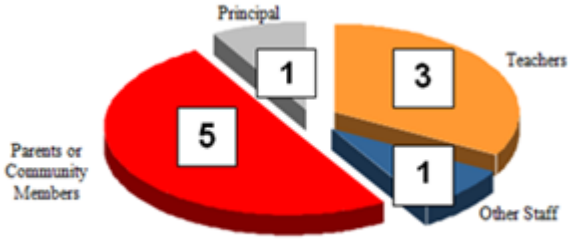
Please submit the School Plan for Student Achievement information to DTS with SSC meeting minutes to document committee requirements including:

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

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

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

c. Procedure for replacing a member:

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

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.

Earl Warren 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.	Eileen Young
	Teachers
2.	Jenna Cruzat
3.	Stephanie Facer
4.	Dianna Sundell
	Other Staff
5.	Jacqueline Fox

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Miguel Moraz
2.	Lourdes Castellanos
3.	Alicia Sanchez
4.	Maria Del Carmen Mendoza
5.	Claudia Arteaga

NOMINATION PROCESS: CHECK ONE

GROUPS		HOW WERE NOMINATIONS MADE?	DATE
1.	**Teachers**	Nomination Ballot or XVerbal at meeting	8-28-17
2.	**Other Staff**	Nomination Ballot or XVerbal at meeting	8-28-17
3.	**Parents**	XNomination Ballot or Verbal at meeting	9-5-17

VOTING PROCESS: CHECK ONE

GROUPS		HOW DID VOTING OCCUR?	DATE
1.	**Teachers**	Voting ballot or XHand Vote and Tally	8-28-17
2.	**Other Staff**	Voting ballot Ballot or X Hand Vote and Tally	8-28-17
3.	**Parents**	X Voting ballot Ballot or Hand Vote and Tally	9-28-17

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

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

SCHOOL COMMITTEES

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

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

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

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

Earl Warren 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 **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.	**Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).** **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. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots. 2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school. 3. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots. **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.

Earl Warren 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*	
1.	Eileen Young
2.	Jenna Cruzat
3.	Stephanie Facer
4.	Dianna Sundell
5.	Jacqueline Fox
6.	
7.	
8.	

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Lourdes Castellanos	
2.	Virginia Garcia	
3.	Araceli Rojas	
4.	Fernando Belmontes	
5.	Christine Tran	
6.	Alicia Sanchez	
7.	The Thanh Thur	
8.	Brenda Morales	

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
8	÷	13	=	62%	≥	58.3%

* 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)
Lourdes Castellanos

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
November 30, 2017

HOW WERE NOMINATIONS MADE?	DATE		HOW DID VOTING OCCUR?	DATE
Check One: XNomination Ballot or Verbal at Meeting	9-05-17		**Check One:** XVoting Ballot or Hand Vote & Tally	9-28-17

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

   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: May 22,2018

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

POSITION	TYPED NAME	SIGNATURE	DATE
Parent	Yessika Magdaleno		5-22-18
Parent	Lourdes Castellanos		5-22-18

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Parent	Maria Lara		5-22-18
Parent	Griselda Carrillo		5-22-18
Parent	Thi Thanh Thuy		5-22-18
Parent	Alicia Sanchez		5-22-18
Parent	Nhan Tran		5-22-18
Parent	Fernando Belmontes		5-22-18
Teacher	Jenna Cruzat		5-22-18
Teacher	Stephanie Facer		5-22-18
Teacher	Dianna Sundell		5-22-18
Secretary	Jacqueline Fox		5-22-18

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
	Yessika Magdaleno		5-22-18
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Lourdes Castellanos		5-22-18
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Jacqueline Fox		5-22-18
PRINCIPAL	Typed Name of Principal	Signature	Date
	Eileen Young		5-22-18