Submittal Page

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

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

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

2018-2019

School Plan for Student Achievement

For

Alamitos Intermediate

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 25, 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
7	25	28	31	42	46	43	22	18	16	8	6	6	3	3	3
8	16	22	24	44	42	54	27	26	15	9	5	4	4	5	3
Total	21	25	27	43	45	48	25	21	16	8	6	5	3	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
7	24	27	29	41	45	41	21	18	15	8	6	6	6	4	9
8	14	20	23	40	38	51	25	26	15	8	6	6	12	10	6
Total	20	24	26	41	42	46	23	21	15	8	6	6	9	7	7

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	402	410	363	388	397	346	383	397	346	96.5	97.1	95.3
Grade 8	396	395	402	379	380	397	379	379	396	95.7	96.2	98.8
All Grades	798	805	765	767	777	743	762	776	742	96.1	96.6	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2532.8	2556.8	2559.0	11	18	19.36	34	34	39.02	29	27	19.65	25	21	21.97
Grade 8	2559.7	2579.7	2576.2	15	18	18.18	35	39	35.10	26	26	28.28	25	17	18.43
All Grades	N/A	N/A	N/A	13	18	18.73	34	36	36.93	27	27	24.26	25	19	20.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	17	26	31.50	47	44	42.49	35	31	26.01
Grade 8	25	31	28.03	43	43	47.98	31	26	23.99
All Grades	21	28	29.65	45	43	45.42	33	28	24.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	21	36	29.48	54	44	47.98	25	20	22.54
Grade 8	23	31	29.55	51	52	47.73	25	18	22.73
All Grades	22	33	29.51	52	48	47.84	25	19	22.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	11	15	14.74	67	67	64.74	21	19	20.52
Grade 8	13	18	18.43	66	66	68.69	21	16	12.88
All Grades	12	16	16.71	67	66	66.85	21	17	16.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	21	29	38.15	55	52	41.62	24	19	20.23
Grade 8	27	32	31.31	50	49	46.97	22	19	21.72
All Grades	24	30	34.50	52	51	44.47	23	19	21.02

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	402	410	363	391	399	355	390	399	355	97.3	97.6	97.8
Grade 8	396	395	402	391	386	399	390	386	399	98.7	97.7	99.3
All Grades	798	805	765	782	785	754	780	785	754	98.0	97.6	98.6

* 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 7	2510.3	2525.7	2538.3	12	17	20.85	23	22	21.69	26	26	25.92	39	35	31.55
Grade 8	2540.6	2556.9	2568.6	17	21	28.57	20	22	17.29	26	24	23.06	37	32	31.08
All Grades	N/A	N/A	N/A	14	19	24.93	22	22	19.36	26	25	24.40	38	33	31.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	20	25	28.73	32	31	32.68	47	44	38.59
Grade 8	24	32	33.58	32	31	30.33	43	37	36.09
All Grades	22	28	31.30	32	31	31.43	45	41	37.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 7	14	17	22.25	49	43	46.20	36	40	31.55
Grade 8	18	18	26.57	48	52	36.59	34	30	36.84
All Grades	16	18	24.54	48	47	41.11	35	35	34.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 7	12	20	21.69	65	53	53.52	23	27	24.79
Grade 8	21	20	28.82	52	57	47.12	27	23	24.06
All Grades	16	20	25.46	59	55	50.13	25	25	24.40

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	863	801	778	806	765	719
	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%	55.6%	59.2%	61.2%	59.1%	58.8%	60.08%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	%	0%	0.1%	0.3%	0.1%	0.14%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	29.4%	30.1%	29.6%	30.7%	31.4%	29.90%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.0%	1.3%	1.2%	1.0%	1.3%	0.97%
	Filipino	1.2%	1.2%	1.1%	1.%	1.2%	1.2%	2.2%	1.5%	1.4%	1.4%	1.7%	1.53%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	1.0%	0.5%	0.3%	0.9%	1.1%	1.11%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	8.5%	6.4%	5.0%	5.3%	4.8%	5.29%
	Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	2.1%	0.9%	1.2%	0.4%	0.1%	0.28%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	27%	34%	37%	33%	36.6%	29.3%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		76.4%	82.5%	84.2%	75.6%	73.9%	79.6%

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%	47%	54%	55.66%
	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%	36%	41%	44.29%
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%	62%	59.1%	60.1%
	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%	46%	26.7%	51.5%
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	2.78	2.91	2.93
	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%	10.2%	8.55%	8.47%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	7.9%	7.23%	7.63%
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%	10%	15%	15.49%
	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%	14%	13%	12.11%
CELDT and AMAOs* (See State Data Tables for additional details and disaggregated reports)	CELDT Criterion For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.	improve	**45%**	**48%**	**50%**	73.8%	75.6%	68%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	63/23.1%	51/17.7%	37/13.9%
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%	31%	18.4%	21.0%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 27% ES 30% IS 19% HS 21%	Overall 27% ES 30% IS 12% HS 22%	Overall 43% ES 51% IS 33% HS 28%	20%	10.6%	25.7%
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	2.42	2.40

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%	16.6%	15.05%	14.60%
		Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	16.0%	12.10%	14.29%
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%	3.07/84%	3.78/92.60%	3.79/92.35%
	Scholarly Habits	≥ 3.0	ES 3.16/83% IS 2.90/73% HS 2.79/69%	ES 3.78/92% IS 3.72/89% HS 3.58/87%	ES 4.08/93% IS 3.75/89% HS 3.62/88%	2.86/70%	3.74/89.81%	3.77/88.97%
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	3.24	3.36	3.34
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?	* Data reflects improvement in the percentage of students who met or exceeded state standards in English Language Arts and Mathematics for the past three years. * Data indicates improvement on District (3rd Qtr) assessments in English Language Arts and Mathematics for the past two years. * Data indicates an increase in ELL meeting proficiency on District Assessments in English Language Arts and Mathematics. However, we are still below the district average at the intermediate level. * Despite changing from a 4 to a 5 point scale, Alamitos shows consistency in areas of self-management/self-regulation, scholarly habits, and work habits for the past three years.
Which prior year action steps have contributed to these areas of strength?	Contributing factors for areas of strength may include effective instruction and following pacing and curriculum with fidelity, increased capacity to interact with text and academic language, frequent checks for understanding and monitoring student progress in class. Alamitos Intermediate focuses on providing appropriate companion classes and support for ELL and/or students requiring intervention support, re-teaching opportunities, as well as students and parents having access to grades and student progress with the use of student/parent portal for monitoring. In addition, pacing for English Language Arts and Mathematics is reviewed annually to meet the needs of students.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	* While the overall GPA has slightly increased and the D rate has slightly decreased, the F rate is slightly increased reasoning that students are either mastering standards with a significant group of students still failing in some courses. Alamitos continues to reflect a higher percentage than the district average as well. * Although enrollment is declining, our percentage of English Language Learners is increasing. Despite this, Alamitos is experiencing a decline in the number of students who are reclassifying as English Language Proficient. This is concerning as the percentage of English Learners are reflecting an increase on district assessments in both English Language Arts and Mathematics. * Overall GPA and D/F rates have not reflected significant improvement over the past three years. In addition, Alamitos reflects a higher percentage than the district average at the intermediate level.
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.)	Alamitos staff will continue to monitor and follow recommended district grading policies, as well as, each department is working cohesively to ensure grading policies are similar within each department. Intervention opportunities for students are reviewed annually and provided for students to acquire and master standards. Teachers will continue to utilize district adopted textbooks and resources, collaborate on effective lesson plans, and follow recommended pacing guides. English Learners will continue to be provided educational support in the development of English by ensuring appropriate placement, appropriate support, and resources, and in class support and extended day/year opportunities. In addition, staff will be provided current research based strategies to meet the changing needs of our student clientele. Budget funding may include personnel, materials and resources, and funding for extended day/year programs.
Other Key Findings: What does your overall data show regarding	It should be noted that the pacing and benchmarks have been reviewed and adjusted for the past three years. English Language Arts also has experienced changes in overall pacing as well. Although the various data sources utilized reflect

progress towards goals?	Alamitos demonstrated growth in state and district assessments for all learners in English Language Arts and Mathematics, the learning process for all students, included English Language Learners required continued reflection as our ELLs are not demonstrating the ability to be reclassified as English Language Proficient. In addition, if data reflects improvement in various data sources of mastery of standards, the overall GPA and D/F rate should correlate as well. Alamitos recently adjusted its department grading policies to be more cohesive and will review the findings over the next few years. While Alamitos reviews grading guidelines each year, consistency among the district has not been reviewed. Alamitos will continue to implement the effective instructional model, continue to train and reflection upon instructional practices with a focus on academic language, literacy skills, conceptual skills, and increase access to technology use to support daily lessons. In addition, Alamitos will review and reflect upon the ELL standards to implement effective strategies in daily lesson to meet ELL needs. Alamitos is currently reviewing ELL standards, gaining background about English Language Learners, and strategies crucial for ELL progress. Extended day interventions are being reviewed for the needs of ELLs (writing, reading comprehension) and peer math tutoring has been implemented.

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%	97.26%	97.21%	97.16%	97.17%
	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	6.60%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance			5.0%	7.0%	6.0%	N/A	4.00%	7.00%	7.00%	N/A
Truancy Rate	Truancy Rates			Improve	22.46%	22.13	21.92%	N/A	6.47%	7.40%	7.08%	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	12.10%	7.60%	6.70%	N/A
		Annual adjusted grade 9-12 dropout rate		Improve	2.5%	2.1%	1.6%	N/A	2.90%	1.80%	1.70%	N/A
Graduation Rates*	Graduation Rate			Improve	89.2%	89.7%	89.4%	N/A	85.00%	89.70%	90.50%	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	3.16	3.24	3.36	3.34

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	3.48	3.55	3.61	3.59
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	3.17/80%	3.81/84.85%	3.97/88.12%
	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	3.25/88%	4.16/97.23%	4.21/97.28%
	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	3.23/89%	4.19/97.40%	4.19/97.02%
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%	2.88/75%	3.98/94.48%	4.00/93.93%
	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%	3.01/79%	3.90/91.62%	3.95/91.57%
	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%	3.00/79%	3.87/91.10%	3.88/91.20%

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	3.55	3.61	3.59
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%	3.06/83%	4.06/96.40%	4.10/96.97%
	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%	2.59/56%	3.48/84.79%	3.51/84.67%
	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%	2.97/77%	3.67/89.89%	3.83/93.43%
		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%	2.54/56%	2.51/83.10%	3.83/86.23%
	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%	2.54/56%	3.23/81.58%	3.48/86.74%
		Well-maintained	≥ 3.0	ES 3.17/85% IS 2.88/76% HS 2.67/66%	ES 3.31/79% IS 3.35/84% HS 3.12/75%	ES 3.38/80% IS 3.43/86% HS 3.03/72%	2.75/69%	3.47/89.34%	3.63/90.00%

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%	5.06	10.07	8.5
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: The school has representative(s) that regularly attends: X Parent Task Force X District English Learner Advisory Committee	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. Alamitos recognizes the importance of parent involvement and promotes parent education and parent involvement in various school activities. Opportunities for parental involvement may occur through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees. Parents at the school may participate in the Parent Teacher Organization (PTO), School Site Council, English Learner Advisory Committee (ELAC), in Academic Intervention Plan conferences, parent-teacher conferences, various school sponsored parent education nights, 40 Developmental Assets workshops, The Ten Education Commandments for Parents classes, Back-to-School Night, Open House, AVID/ AVID Excel Family nights, parent portal training, and Boys & Girls Club family nights. Parents who wish to volunteer for student activities may wish to contact the school or the PTO. For more information on how to become involved at the school please call 714-663-6101 or refer to the school website at www.alamitos.ggusd.us. If you interested in the PTO, please contact PTO President Maggie Carreto or Principal Mrs. Pflughoft . Our ELAC President is Yolanda DelaCruz, who also has attended District English Learner Advisory Committee meetings (DELAC).						
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.29	4.12	4.15
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.3	4.23	4.17
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.15	3.91	4.20
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	2.99	3.55	3.86
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?	* Alamitos attendance rates have increased in the past few years and exceed the LCAP expected outcome as well as, the district average outcome. * Alamitos data reflects consistency and above the district average in areas of Citizenship and work habits. * Strategic plan data reflects that Alamitos continues to improve and stay above the district average on areas such as growth mindset, self-efficacy, and expectations. * In regards to Socio-Emotional Care, Alamitos continues to stay consistent and at/above district average in areas of social awareness, emotional care, a sense of belonging and school connectedness and citizenship. * In reference to maintaining a positive and safe learning environment, Alamitos continues to stay consistent with scores at/slightly above last year's data in climate for support in academic learning, discipline and norms, feeling safe and bullying, and having a clean and well-maintained facilities. * Both students and parents had similar reflection upon the climate overall as shared in the strategic plan survey. However, it should be noted that the number of parents who reflected was a small number. * According to the strategic plan survey, student rated the overall climate higher than the staff, but both staff and students reflect that climate has increased with the past year.
Which prior year action steps have contributed to these areas of strength?	Alamitos continues to teach and model appropriate self-management and self-regulatory skills to help students grow and meta-cognitively self-monitor their academic progress and make positive choices. In addition, the Alamitos staff focuses on creating a safe place conducive to learning. Efforts are supported by motivational supports and developing the socio-emotional well-being of all students. These events may include programs to support students and staff, such as the Alamitos C3 (Condor Character Counts) program; training for teachers including TESA and PBIS, and partnerships for mentoring students (GRIP, Pure Game, and Rossier Counseling services). Other supports may include motivational assemblies, incentives, mental health support services, anti-bullying/internet safety, and maintaining partnerships with parents via education classes and meetings.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	* Alamitos has experienced an increase in the percentage of chronic absenteeism in the 2016-2017 school year. However, our numbers are lower than the district average. * Data reflects students feel safe from bullying, however, there are still some incidents reported. * Currently, we do not have suspension rates from the previous years documented.

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.)	Alamitos continues to monitor attendance and educate families about the importance of attending school. Partnerships, such as GRIP and mental health Rossier Services, assist with helping students and/or families who need support in regards to school attendance and feeling connected to school. The C3 team and PBIS team continue to focus on lessons and opportunities to focus on character traits, growth mindset, expectations, and making positive choices to enhance school connectedness for all students. Alamitos is currently in PBIS year 2 training and is working to cohesively provide positive, consistent, and clear behavior interventions and supports.
Other Key Findings: What does your overall data show regarding progress towards goals?	The overall data indicates that Alamitos students, staff, and parents in general feel that students are capable of learning and they have a sense of belonging to the school; although there are always areas to continue to focus upon for improvement. Educating parents, staff, and students about social awareness concerns and pathways for success (emotionally and academically) need to be emphasized. Consistency and monitoring of expectations continues to be focused upon as we have seen some growth in areas such as discipline and attendance.

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	50.8%	52%	51%	
	a-g Rate (DataQuest)		Maintain/ Improve	54.4%	53.8%	51.6%	N/A	46.50%	44.40%	47.90%	N/A
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	21%	30%	32%	31.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	8%	9%	11%	12.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	16%	36%	36%	34.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	32%	23%	24%	22.0%
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	850	840	859	858
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	37%	37%	425	431
		Writing	Maintain/ Improve	38.2	37.7			37%	35%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	39%	39%	434	427
	Average SAT Scores (New SAT	Total Score	Maintain/ Improve	N/A	N/A	N/A	**1,076**				1036
		Critical	≥ 480	477	478	475	**537**	563	476	476	518

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		466	478	478	
		Math	≥ 530	508	506	497	**539**	499	503	503	518
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	21%	23%	21%	N/A
		English	≥ 20	20	20	21	N/A	20%	23%	21%	N/A
		Math	≥ 20	22	22	23	N/A	16%	25%	22%	N/A
		Science	≥ 20	21	21	21	N/A	483	22%	21%	N/A
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%	20%	18%	21%	24.21%
	AP Test Takers (test takers/9-12 enrollment)		maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	16%	13%	18%	19.66%
	Total AP Exams		N/A	6339	6160	7009	7471	483	385	484	569
	AP Pass Rate* (exam scores 3, 4, 5)		maintain or improve	61.1%	61.4%	62.6%	64.19%	64%	70%	66.32%	66.43%
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%	65%	64%	65%	69%

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%	22%	21%	22%	24%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	43%	43%	43%	45%
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%	90%	90%	91%	90%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	98%	96%	97%	97%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	84%	87%	88%	86%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.81	85.00%	83.86%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0406	6.99%	6.88%
CTE Pathways			*137*	*140*	*244*	*333*			75	45
Industry Certification			N/A	N/A	N/A	664				198
Articulation			447	478	496	1072			51	135
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				2
Alumni Groups: Surveys & Focus Groups										
Other Data Note: Student tracker data not yet available										

GOAL 3 Data Review

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

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	Goal 3 data reflects high school data and is reflective of the high school where most former Alamitos students attend. * Data indicates a slight increase in math in EAP College Readiness. * The Average PSAT scores shows an increase in Reading and Writing and SAT scores indicate an increase in English Language Arts and Math. * Data indicates an increase in the number of students enrolled in AP courses, participating in AP testing, and an increase in the passing of AP assessments. The passing rate is also higher than the district average. * In regards to College/Career Success, 2016-2017 data reflects an increase in the number of students enrolled in postsecondary schools for both 4 year and 2 year college/universities.
Which prior year action steps have contributed to these areas of strength?	Effective teaching, placement, and preparing students for A-G courses has been the focus of GGUSD at both the intermediate and high schools. The effective teaching model, the use of research based strategies, and increased student scholarly habits may be contributing factors in the number of students showing College Ready and enrolling in AP courses.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Goal 3 data reflects high school data and is reflective of the high school where most former Alamitos students attend. * Data indicates a slight decrease in the English Language Arts in EAP College Readiness. * While AP enrollment continues to improve, the number is still less than the district average. * While persistent rates at 4 year university remains consistent, there is a slight decrease in persistent rates at 2 year colleges. * Some data is currently missing from indicate areas in the past.
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.)	Alamitos will continue to maintain effective teaching practices in all core classes, focus on school-wide and district goals, use and triangulate data for appropriate placement of students, provide intervention and strategic support for struggling students, and focused upon building scholarly habits among students.
Other Key Findings: What does your overall data show regarding progress towards goals?	The overall data indicated that students are continues to aspire, explore, and participate in measures preparing for post-secondary opportunities. Alamitos will continue to prepare students to be A-G ready upon entering high school. Some data is also unknown at this time.

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	* Delivery of effective instruction with effective lesson delivery and that improves all areas of Literacy to build proficiency in all subject matter closing the Academic achievement gaps within math, ELA, and core subjects for all students. In addition, this will include equal and equitable access for English Learners in all areas for growth and ensure reclassification. This may also include intervention methods for at-risk and/or targeted students. * Continue building self-regulatory skills, and work habits to build motivation, a growth mindset, and enhance the socio-emotional needs of students allowing students to feel secure in the learning process. This goal is two-fold in also improve work habits for positive growth in GPA and improvement in student attendance. * Continue to provide a favorable school community for all stakeholders build upon social awareness, positive climate, consistencies in school-wide expectations (PBIS) and socio-emotional support and promote consistent attendance. * Continue building the awareness of a school-wide goal of college and career readiness.
Plan Implementation	* Professional development will continue with the support of district staff, district opportunities, and site-based needs. Teachers receive departmental and individual support through district workshops/ in-services, new teacher training, collaboration with peers and/or TOSA, and county/program training opportunities. New pacing and new Math claims were instituted into this school year for Math teachers and students. New Science standards were also taught this year, requiring additional training for science teachers. Training occurred in 2018 focused on the awareness and reflection upon current needs of English Learners at Alamitos. Focus for 2018-2019 will continue to focus upon meeting the literacy needs of all students to support access to content standards in core classes. Staff will continue to review equal and equitable access for English Learners with the increased use of Literacy to build upon reading comprehension, listening/speaking, and writing skills. Departments will continue to review grading guidelines as well. * Teachers have increased the teacher collaboration process by moving to weekly collaboration for 2018-2019 to further meet the instructional needs of students. * Student interventions and student PD may include site based training in note-taking, how to study for the Core 4, awareness of A-G requirements, and self-regulatory skills. Interventions may include placement in companion classes, targeted tutoring, and/or opportunities and promotion of the use of the Homework Center.

	* Alamitos has completed its 2nd year in PBIS and have developed a strong core group of teachers focused on building school-wide lessons that all teachers implement and follow. The C3 (Condor Character Counts) program continues into Year 3, year A infusing lessons on positive school climate, scholarly habits, positive character traits, and growth mindset. To meet the increasing needs of socio-emotional support, additional hours of counseling/therapy sessions have been submitted to increase opportunities for students. * CCGI and lessons are implemented with both grade levels focused on lessons to exposure to student inventory, awareness of colleges, and A-G requirements. AVID/ AVID Excel classes focus upon self-regulatory skills to assist students in core classes. Exposure and lessons focused on college-bound activities occur within the program (college faire, college field trips, and college projects).
Strategies and Activities	* Instructional support strategies that have been initially effective include newly Targeted tutoring (Reading Comprehension, Writer's Camp, AVID Tutors/ Peer Tutors for Math) and the continuation of Homework Center Drop In. In addition, staff development at District and Site level has provided instructional support for all staff. The use of the Homework Center will be examined as to how to support At-Risk Students with assigned days and a set program. * The use of the C3 program, PBIS, and Student in-services from AVID based strategies (WICOR) will continue next year to support students. The addition of Self-Regulatory skills of How to Study for the Core 4 will continue next year. All areas support the district FAR model. * PBIS, C3, and GRIP Mentoring will continue this year in order to focus on consistent messages of school expectations, growth mindset, and motivation as outlined in the Strategic Plan. The mentoring program could be reviewed to work with at-risk students who need assistance in making positive choices. Additional hours in counseling have been added to assist in the increasing support of socio-emotional needs of our students. * CCGI lessons and AVID/ Excel focus on college-career opportunities for students.
Involvement/ Governance	SSC was involved by reviewing the school data and allowing the staff and ELAC review the current data before reflecting upon areas of growth and areas of concern. SSC reviewed the data and suggestions in February, 2018. ELAC reviewed academic supports in place for English Language Learners and the School Parental Involvement Plan, as well as, shared information from parents from DELAC and Parent Task force meetings. Information from parents and staff (Instructional Leadership Team) was suggested in the review of the School Action Steps and the school plan before submission for final evaluation from SSC in May, 2018.
Outcomes	* Students showed growth in Academic Achievement in Benchmarks and State Standards. Alamitos continues to see improvement in English Language Arts and Mathematics. The use of effective planning, instructional supports and strategies, effective lessons, following pacing and programs with fidelity, and training students with self-regulatory skills and positive work habits are believed to be factors contributing to this growth. Consistency among school-wide goals also contributed to the literacy of all students. * During the 2017-2018 school year, Alamitos focused more on the needs of English Language Learners to assist in access to core standards, while provided targeted assistance in extended day programs. All teachers participated in school-wide professional development to focus upon effective strategies and needs of our English Language learners. * With a focus on creating a positive learning environment in class and school-wide, students are able to feel comfortable, take ownership, and develop their academic skills. With increased in counseling services (2017-2018), the C3 program, PBIS, school supports, and community partnerships are allowing students to feel safe, comfortable, and have safe place to receive assistance. As a result, we have seen a slight increase in GPA in all students, however we still need to review the increased gap for English Language Learners. PBIS will continue to be utilized in assisting students with making positive choices to support school expectations to increase student morale and with a goal to decrease suspension rates. *CCGI will continue to be used to expose all students to the path of college and career readiness.

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.	Spring 2018- Spring 2019; on-going	Administration, Teachers, District support staff, TOSA, peer coaches	Supplies, professional development workshops and in-services; supplementary support measures; sub release time, technology	9000	1300
1a	Implement Literacy standards and strategies in reading comprehension, writing, listening, and speaking skills to support all students toward meeting academic goals.					
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).	Spring 2018-On-going	Administration, Teachers, District Support Staff	Staff Development set-aside (TI)	12000	1000
2a	Professional Development and support may encompass any or all of the following:	Spring 2018-On-going	Administration, Teachers, District	Supplies, professional development		

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**
	* Effective Instruction/ Instructional Strategies (GRR, CFU) * Collaboration (course-alike teams, cross-content, district support or follow-up) * Instructional Leadership Teams (ILT) * Professional Learning Communities (PLC) * Strategy Academy and/or Lesson Studies, Classroom Walks, Classroom rounds * Thinking Maps * English Learner Support * Reading and Writing to learn; annotating texts * Instructional Technology * Supporting students with special needs and GATE/ALP program support in content areas * On-site peer coaches and district support (Teachers on Special Assignments- TOSAs) * Literacy Strategies to meet Literacy needs * Self-regulatory skills (Cornell notes, etc.) * Data Analysis * Differentiation, WICOR strategies including rigor		Support Staff, peer coaches	workshops and in-services; supplementary support measures; sub release time, technology		
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)].	Spring 2018-on-going	Administration, Teachers, District Support Staff, Consultant	Supplies; extended duty; supplementary support, technology	38215	2200

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**
3a	**Program Title or Focus:** Homework Center/ Scholarly Habits Intervention Program **Brief Description:** Content Support for Academics in Core subjects & Scholarly Habits **Estimated # students served:** Average of 50-75 daily Homework Center may include * Universal access (UA) to content standards * After school pre-teaching/ re-teaching of standards * Scholarly Habits skills * Use of technology Students may be assigned or may self-select to attend. Due to daily needs of students, Homework Center/ Scholarly Habits intervention may be set up in 1-3 classrooms (Media Center, Room 11, Room 52) depending on needs of students each day.	Spring 2018-on-going	Administration, Teachers, District Support staff, Tutors	**Staffing:** Teachers, AVID Tutors, peer tutors, administration **Materials/Supplies:** technology, content standards, supplies, supplementary support, extended duty Room Usage: Media Center, Room 52, Room 11	21468	
3b	**Program Title or Focus:** After school Intervention- Writer's Club **Brief Description:** Writing Support for English Language Learners	Fall 2018 and on-going	Administration, teachers, tutors, district support staff	**Staffing:** teachers, tutors, district support staff **Materials/Supplies:** Literacy support,	950.00	

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: 25-50			technology, content standards, supplies		
3c	**Program Title or Focus:** STEM Opportunities **Brief Description:** Robo Revolution- extra from Grant **Estimated # students served:** 25-50 Pay difference $668 from grant plus teacher hourly	Fall, 2018-Spring, 2019		**Staffing:** teachers, consultants, administration **Materials/Supplies:** STEM building supplies, technology	1300.00	2500
3d	**Program Title or Focus:** STEM Opportunities **Brief Description:** Sphero Spark Club **Estimated # students served:** 25-50	Fall, 2018- Spring, 2019		**Staffing:** teachers, consultants, administration **Materials/Supplies:** technology, supplies, materials		900
3e	**Program Title or Focus:** Universal Access- Math tutoring **Brief Description:** Targeted Math Tutoring Groups **Estimated # students served:**	Fall, 2018-Spring, 2019		**Staffing:** Teachers, AVID tutors, peer tutors, district support, administration **Materials/Supplies:**	3800.00	

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**
	100-150 Named Math Zone 2018-2019			technology, supplies		
3f	**Program Title or Focus:** Summer Bridge **Brief Description:** AVID/ Excel summer bridge **Estimated # students served:** 125-150	Summer 2018		**Staffing:** Teachers, AVID Tutors, district support, administration **Materials/Supplies:** technology, supplies		
3g	**Program Title or Focus:** Universal Access- Reading Comprehension **Brief Description:** Reading comprehension for English Leaners **Estimated # students served:** 25-60	Fall, 2018-Spring, 2019		**Staffing:** Teachers, District support, administration **Materials/Supplies:** technology, supplies		
3h	**Program Title or Focus:** Pure Game- Sports and Leadership program **Brief Description:** Pure Game Intramural activity- soccer & leadership- l **Estimated # students served:** 25-75	one day during lunch time each week also		**Staffing:** outside consultants, administration **Materials/Supplies:** supplies		2000.00

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**
	Will occur on Mondays during lunch and Thursdays after school from 2:30-4:00 pm					
3i	**Program Title or Focus:** Girls, Inc **Brief Description:** Positive Leadership and self-image for girls **Estimated # students served:** 25-40	one day during lunch time also		**Staffing:** consultants, administration, counselor, teacher **Materials/Supplies:** supplies		
4	**Materials/Supplies:** Support instruction with supply purchases and resources for classroom needs in all content areas. (Site-LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth.)	Spring 2018-on-going	Administration, District staff to support budgets, Secretary, Teachers,	Supplies and Technology	92833.86	28029
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).	Spring 2018 on-going	Administration, Teachers, Clerical Staff, Classified staff	3% Contingency set-aside (TI)	25000	88000
5a	Instructional support for students may include: * Instructional Aides * Bilingual Aides * Resource Program, AVID and AVID/Excel * AVID Tutors	Spring 2018- on-going	Administration, Teachers, Clerical Staff, Classified staff	Professional in-services and training; supplies		

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**
	* Community Liaisons * Tech Assistant * School Testing clerk					
6	**Assessment and Data Analysis:** Use multiple types of assessments to measure achievement and use data to inform instruction.	Spring 2018- on-going	Administration, Teachers, District Support	Supplies, Technology, sub release for trainings;	2500	500
6a	Sources for assessment and data analysis may include: * benchmark data * state assessments * Teacher formative summative assessments * District Writing Assessments * CELDT/ ELPAC data * Placement data for advancement	Spring 2018- on-going	Administration, Teachers, District Support	Supplies; technology; sub release for trainings		
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	Spring 2018- on-going	Administration, Office Classified, Counselor, District Support,	supplies,		3000
				TOTAL BUDGET PLANNING	179,548.86	124,029

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.	Spring 2018- on-going	Administration, Teachers, District Support Staff, counselor	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time, extended day services	6000	
1a	Support may include: * Academic Language Development (ALD) * Systematic English Language Development (SELD) * Constructing Meaning Strategies	Spring 2018- on-going	Administration, Teachers, District Support Staff, counselor	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time, extended day services		
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.	Spring 2018- on-going	Administration, Teachers, District Support Staff, counselor	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time, extended day services	3500	
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.	Spring 2018- on-going	Administration, Teachers, District Support Staff	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time or extra duty	3500	
3a	Professional Development may include: * Constructing Meaning					

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
	* Academic Language Development (ALD) *Systemic English Language Development (SELD)					
				TOTAL BUDGET PLANNING	13,000	

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
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.	Spring, 2018-on-going	Administration, Teachers, Counselor, AVID Coordinator, District Support Staff, AVID Tutors	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time or extra duty	4500	3000
1a	Self Regulatory Programs may include: * Student Goal Setting * Habits of a Scholar (i.e.. use of an agenda book, time management) * Advancement Via Individual Determination (AVID) * AVID, AVID Excel, Resource Center, Academy * C3 lessons focused on Self-regulatory concepts * Extended day learning opportunities * How to study for the Core 4	Spring, 2018-on-going	Administration, Teachers, Counselor, AVID Coordinator, District Support Staff, AVID Tutors	Supplies, Technology, Supplementary support, Professional development for in-services and/or workshops; sub release time or extra duty		
2	**Technology:** Increase access and availability of technology	Spring, 2018-on-going	Administration, Teachers, Tech Team,	Supplies, Computers and chromebooks,	25000	10000

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**
	(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.		Tech Assistant, District Support Staff	Software and applications, technology storage, site licenses and fees		
2a	Technology support may include: * Computers, laptops, storage carts, chromebooks, headsets * Software and site applications ,licenses and fees * Supplementary supplies for technology (hardware) * Translation devices	Spring, 2018-on-going	Administration, Teachers, Tech Team, Tech Assistant, District Support Staff	Supplies, Computers and chromebooks, Software and applications, technology storage, site licenses and fees		
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.	Spring 2018-on-going	Administration, Teachers, Media Specialist/Librarian, Tech Assistant	Supplies, Books, Technology and software, Furniture	2000	
				TOTAL BUDGET PLANNING	31,500	13,000

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.	Spring 2018-On-going	Administration, Teachers, Counselor, District Support Staff, Outside Educational support Agencies	Professional Development in in-services or workshops, on-site support for students from outside agencies, extra duty, supplies		3500
1a	Motivation practices may include: * Teacher Expectations & Student Achievement (TESA) * Caring and Motivating Schools- C3 program * Positive Behavior Intervention and Support Model (PBIS) * Gang Reduction Intervention Program-mentoring (GRIP)	Spring 2018-On-going	Administration, Teachers, Counselor, District Support Staff, Outside Educational support Agencies	Professional Development in in-services or workshops, on-site support for students from outside agencies, extra duty, supplies		
2	**Incentives:** Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	Spring 2018-On-going	Administration, Teachers, Counselor, Mentors, Outside Agency personnel, District Support staff	Supplies, Transportation, extra duty costs, incentive fees and/or costs	2000	1000
2a	* Benchmark Ribbons * Awards (certificates, WOW cards, Pride tickets) *					
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	Spring 2018-on-going	Administration, Teachers, Counselor, District Support staff, Outside Agency	Supplies, Transportation, extra duty costs, incentive fees and/or costs		

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**
	(repeating courses in which a grade of "F" was initially earned).		personnel, Mentors			
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.	Spring 2018-On-going	Administration, Teachers, Attendance Clerk, District Support Staff	Supplies, School messenger costs, attendance clerk hours		1500
4a	Support programs may include * Gang Reduction Intervention Program-Mentoring (GRIP) * Positive Behavior Intervention and Support Model (PBIS)					
				TOTAL BUDGET PLANNING	2,000	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	Spring 2018- On-going	Administration, Counselor, Psychologist, Clinical Counseling Support staff, Mentors, Teachers	Professional Development at in-services or workshops, extra duty pay, sub pay for PD, funds for Clinical Counseling		7400

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
	providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.			support, funds for health assistant		
1a	* Community Resources to support families * McKinney Vento Resources					
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.)	Spring 2018- On-going	Administration, Teachers, Counselor, Outside Agency Personnel, Mentors	Supplies, Extra Duty, Stipends, Agency Fees, Transportation,	1000	5000
2a	School Connectedness may include: * Enrichment programs * Special Events * Assemblies * Field Trips * Boys and Girls Clubs of Garden Grove Partnership (ASES, 21st Century) * Additional electives/ CTE * Athletic/ Intermural Sports and activities * Summer Bridge Programs * Mentoring * Community Services * Student Council/ ASB * Content Camps (extended day) * Clubs * GRIP activities (Pure Game, Angel's Baseball game, Blizzard, etc) * Pure Game Leadership extended day program * Girls, Inc & support services	Spring 2018- On-going	Administration, Teachers, Counselor, Outside Agency Personnel, Mentors	Supplies, Extra Duty, Stipends, Agency Fees, Transportation,		
3	**Anti-Bullying/Internet Safety:**	Spring 2018- On-going	Administration;	Supplies, extra duty	500	1000

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
	Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.		Teachers, Counselor, District Support Staff, Mentors	pay, professional development for trainings, sub pay		
3a	Anti-bullying/Internet Safety: * C3 Program * Positive Behavior Intervention and Support Model (PBIS) * Parent Education * Assemblies to support	Spring 2018-On-going	Administration; Teachers, Counselor, District Support Staff, Mentors	Supplies, extra duty pay, professional development for trainings, sub pay		
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.	Spring 2018- On-going	Administration, Teachers, Mentors, Counselor, Outside Agencies, District support staff	Agency Fees, Professional Development training, Sub pay, supplies		500
4a	* C3- Caring and Motivating Character Development * GRIP * Assemblies to support	Spring 2018- On-going	Administration, Teachers, Mentors, Counselor, Outside Agencies, District Support staff	Agency Fees, Professional Development training, Sub pay, supplies		
				TOTAL BUDGET PLANNING	1,500	13,900

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:**	Spring 2018- On-going	Administration, Community Liaisons,	Supplies, Parent Education Curriculum,	5000	2000

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**
	Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.		Teachers, Counselors, District Support Staff, Outside Agency personnel	Extra Duty Pay, Training, Sub release time		
1a	Welcoming Climate may include: * 10 Educational Commandments * 40 Developmental Assets * Parent Expectations and Student Achievement * Community Outreach Meetings * Back to School Night/ Open House * AVID Parent Nights * Other Parent Educational nights or assemblies * GRIP Parent Meetings and Education * ELAC/ DELAC meetings * PTO * Booster clubs * Latino Family Literacy & Latino Unidos family support * Boys' Town: Common Sense Parenting * School Site Council * District Parent Task Force	Spring 2018- On-going	Administration, Community Liaisons, Teachers, Counselors, District Support Staff, Outside Agency personnel	Supplies, Parent Education Curriculum, Extra Duty Pay, Training, Sub release time		
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.	Spring 2018- On-going	Administration, Community Liaisons, Teachers, Counselors, District Support Staff	Parent Education set-aside (TI)	1,346	750
2a	Parent Community Outreach may include: * PTO					

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**
	* GRIP Parent Education & Activities * ELAC * School Site Council * AVID Parent Nights					
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.	Spring 2018- On-going	Administration, Community Liaisons, Teachers, Counselors, District Support Staff	supplies, school messenger costs, technology	608	500
3a	Communication may include: * email * Aeries/ Parent Portal * School Messenger * School Website * Social Media * School Calendars, flyers, newsletter * School Marquee * WOW Postcards * PeachJar	Spring 2018- On-going	Administration, Community Liaisons, Teachers, Counselors, District Support Staff	supplies, school messenger costs, technology		
4	**Facilities Maintenance:** Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	Spring 2018- On-going	Administration, Plant Supervisor and Custodial Crew, Modernization Crew, District Support Staff	Supplies, extra duty		2500
5	**Campus Safety:** Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong	Spring 2018- On-going	Administration, Counselor, Teacher, School Resource	Resources, supplies, extra duty		1000

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
	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.		Officer, Community Based Agencies, School Safety Committee, School Supervision Personnel			
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.	Spring 2018- On-going	Administration, Teachers, Counselors, Support Staff, District Support Staff	Professional Development workshops and in-services, sub costs, extra duty, supplies		500
6a	* Caring and Motivating Program- C3 * Implementation and continued training in Positive Behavior Intervention and Support (PBIS) model * GRIP (Gang Reduction Intervention Program	Spring 2018- On-going	Administration, Teachers, Counselors, Support Staff, District Support Staff	Professional Development workshops and in-services, sub costs, extra duty, supplies		
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.	Spring 2018- On-going	Administration, Counselor, Teachers, Community Based Agencies	Supplies, extra duty, transportations, fees		2500
7a	Partnerships may include: * Boys and Girls Clubs of Garden Grove (FYOP) Counseling * Family Resource Centers * Garden Grove Police Department/ GRIP * PTO * Booster Groups * Girls, Inc * Pure Game * Family Youth and Outreach * STEM partnerships	Spring 2018- On-going	Administration, Counselor, Teachers, Community Based Agencies	Supplies, extra duty, transportations, fees		

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**
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.	Spring 2018- On-going	Administration, Counselor, Teachers, Certificated and Classified staff, Site and District Support Staff	Supplies, Extra Duty, Sub costs, Professional development for in-services and workshops		
				TOTAL BUDGET PLANNING	6,954	9,750

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.	Spring 2018-on-going	Administration, Counselor, Teachers, Community Liaisons, District Support Staff, AVID Staff	Supplies, Extra Duty, Transportation, Fees		1000
1a	College/Career Events may be at the site or District level and may include: * College Information Night (Parent Education at Alamitos) * Financial Aide Information and Scholarships * College Fair * Career Fair * Roadmap to College * Life after High School * Preparing for Secondary Success * College Trips (Alamitos AVID, AVID Excel, and Resource) * Guest Speakers (Alamitos) * CCGI	Spring 2018-on-going	Administration, Counselor, Teachers, Community Liaisons, District Support Staff, AVID Staff	Supplies, Extra Duty, Transportation, Fees		
2	**Student Mentoring:** Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	Spring 2018-on-going	Administration, Counselor, District support staff, Teachers, Support Staff, Community Based Agency	Supplies & Resources, extra duty, transportation, program costs and fees		1000
2a	* Caring and Motivating Program- C3	Spring 2018-on-going	Administration,	Supplies & Resources,		

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
	* GRIP Mentoring Program * Teacher mentoring-site based * Girls, Inc * Explore CTE pathways for career- STEAM class * STEM extended learning opportunities * CCGI		Counselor, District support staff, Teachers, Support Staff, Community Based Agency	extra duty, transportation, program costs and fees		
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.	Spring 2018-on-going	Administration, Teachers, Counselors, District support staff	Supplies, Professional Development for in-services, sub services, extra duty		1000
3a	College/Career Ready Students and a-g Focus may include: * Student placement * Companion Support in ELA and Math * Steam class * STEM extended learning opportunities * Heritage/ Foreign Language	Spring 2018- On-going	Administration, Teachers, Counselors, District support staff	Supplies, Professional Development for in-services, sub services, extra duty		
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.	Spring 2018-on-going	Administration, Teachers, Counselors, District Support Staff	Supplies, Professional Development for in-services, sub services, extra duty		500
4a	* Student Placement	Spring 2018-on-going	Administration,	Supplies, Professional		

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
	* Companion and Intensive Support Classes * Vertical alignment between Intermediate and High school * Heritage/ Forein Language		Teachers, Counselors, District Support Staff	Development for in-services, sub services, extra duty		
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.	Spring 2018-on-going	Administration, Teachers, Counselor, district support staff	Supplies, fees, extra duty		
5a	* PSAT awareness and practice	Spring 2018-on-going	Administration, Teachers, Counselor, district support staff	Supplies, fees, extra duty		
				TOTAL BUDGET PLANNING		3,500

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.	Spring 2018-on-going	District Support Staff, Administration	Technology software, supplies		
2	**College Career Pathways/Options:** Provide opportunities for student to be exposed to various college and career options. Making	Spring 2018-on-going	District Support Staff, Administration, Teachers, Counselor	Extra Duty, sub pay for professional development, guest		1000

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**
	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.			speaker fees, transportation, supplies		
2a	* Explore CTE possibilities & Promote summer ROP * Enrichment programs * Content Camps * Guest Speakers * Career and/or college fairs * STEAM class for CTE pathways * STEM extended learning opportunities	Spring 2018-on-going	District Support Staff, Administration, Teachers, Counselor	Extra Duty, sub pay for professional development, guest speaker fees, transportation, supplies		
3	**Alumni Engagement:** Provide opportunities for alumni engagement and alumni outreach.	Spring 2018-on-going	Administration, District Support staff, Teachers,	Supplies, school messenger,		
				TOTAL BUDGET PLANNING		1,000

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	179,548.86
SITE-LCFF	124,029
Total	303,577.86

SCHOOL GOAL 1B	
TITLE I	13,000
SITE-LCFF	
Total	13,000

SCHOOL GOAL 1C	
TITLE I	31,500
SITE-LCFF	13,000
Total	44,500

SCHOOL GOAL 2A	
TITLE I	2,000
SITE-LCFF	6,000
Total	8,000

SCHOOL GOAL 2B	
TITLE I	1,500
SITE-LCFF	13,900
Total	15,400

SCHOOL GOAL 2C	
TITLE I	6,954
SITE-LCFF	9,750
Total	16,704

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	3,500
Total	3,500

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

Total Allocation	
TITLE I	234502.86 Includes Extended Day Allocation of $38215
SITE-LCFF	171,179

Total Expenditures	
TITLE I	234,502.86
SITE-LCFF	171,179

Balance	
TITLE I	0
SITE-LCFF	0

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Alamitos Intermediate

School Parental Involvement Policy: 2018-19

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

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

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

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

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

* The schedule of parent meetings and parent education opportunities are disseminated to parents through electronic messaging, school website, school messenger, social media, and school newsletters/letters.
* A calendar of bell schedules, parent meetings, and events is communicated with parents via the school website, newsletters, PeachJar, and/or school flyers sent home.
* Parent meetings include English Language Advisory Committee (meets 3-5 times a year), School Site Council (meets approximately 3-5 times a year), Back to School Night (September, 2018), Open House (April, 2019), IEP/ Transition meetings (annually), Parent Education (Fall/ Spring), Parent Teacher Organization (usually monthly), and individual parent meetings may be held upon request.

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

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

and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

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

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

* The school developed and revisited the policy for review with parent input gathered through parent meetings involving ELAC meetings and School Site Council.
* The school distributed the policy via the website.
* The school shares with parents the policy at parent meetings, back-to-school night, open house, parent education, and a copy of the policy is available in the office.

VOLUNTEERING: Recruit and organize parent help and support.

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

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

* The annual parent survey provides parents an opportunity to provide input into parent involvement needs. These results from the survey are shared with staff and parents, which help to guide the action planning process for the school site.
* Through staff meetings and professional development opportunities, teachers and staff are education about the value of parent contributions and how to work with parents as equal partners.
* Staff help facilitate parent education programs, such as 10 Educational Commandments, 40 Developmental Assets, AVID parent night, etc.....
* Parents are invited to participate in district special tasks force programs.

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.

* Our school disseminates information about curriculum and assessments at other parent meetings, which may include English Language Advisory Committee, (ELAC), PTO, IEPs, individual parent meetings, Academic Intervention meetings, AVID parent nights, etc.
* Parent nights may also include explanation of the Academic Content Standards and assessments.
* Additional information about curriculum and assessment may be included in parent education opportunities, such as 10 Educational Commandments, 40 Developmental

Assets.

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 in the School Site Council and other parent committees. Parents are also involved in reviewing the data and 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.
* Parents of the English Language Advisory committee advise the School Site Council with recommendations towards the school plan and parent involvement.

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.	$137,404		**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
				Title III, Part A: Immigrant Students Purpose: Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.	X
FEDERALLY FUNDED PROGRAMS	**21st Century After School Safety and Enrichment for Teens (ASSETs) OR CLCC** Purpose Provides academic enrichment opportunities and supportive services in before or after school programs.	$			
	Title I, Part A: Schoolwide Program (SWP) Purpose: Upgrades the entire educational program of eligible schools in high poverty areas.	$			
	Title I, Part A: Targeted Assistance Program (TAS) Purpose: Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	$			
	Title I, Part A: Program Improvement (PI) Purpose: Assist Title I schools that have failed to meet targets for one or more identified student groups.	$141,669			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Alamitos Intermediate

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		
4300/ 5800	tablets & lease	Title I	Goal 1C (2)	step 2	70	19,500
4400/5800	laptops & computertrace	Title I	Goal 1 C	Step 2	7	13,100
4400	Elmo Projectors	Title I	Goal 1 C	Step 2	21	1400.00

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
Technology Specialist	43.75%	1	XTitle I	Site LCFF	Alamitos Action step Goal 1C steps 2-3 ; Library media Center and Technology support
SCH TESTING AST	10.938%	1	XTitle I	Site LCFF	Alamitos Action Step Goal 1A step 6- Assessment and Data Analysis
School Community Liaison- Viet	37.5%	1	XTitle I	Site LCFF	Goal 2C (2) Parent Community Outreach
School community Liaison- Spanish	37.5%	1	XTitle I	Site LCFF	Goal 2C (2): Parent Community Outreach
AVID Tutors			XTitle I	XSite LCFF	Goal 1C (1); Self-regulatory Programs (7-12)
			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
Health Assistant	8.85%	1	Title I	XSite LCFF	1 extra day- Alamitos Action Step Goal 2B step 1
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

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

SCHOOL COMMITTEES

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

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

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

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

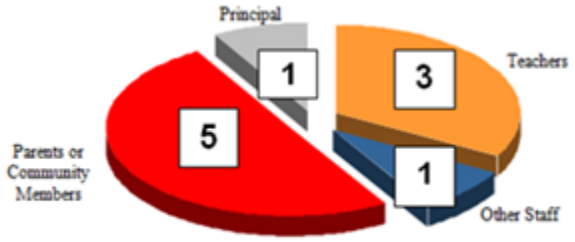
Alamitos Intermediate

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

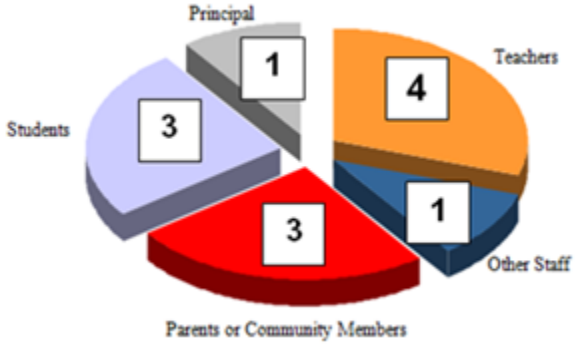
*RECORDS MUST BE RETAINED FOR 3 YEARS

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.

Alamitos Intermediate
SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM SECONDARY COMPOSITION

STAFF MEMBERS (6)	
	Principal
1.	Christina Pijl
	Teachers
2.	Veronica Lam
3.	Christopher Clark
4.	Craig Fahey
5.	Christine Aparicio
	Other Staff
6.	Cindy Mount

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Paulette Bracamontes
2.	Josefina Gonzalez Paredes
3.	Barbara Huffman
	Students
4.	Sarah Millington
5.	Kylee Valencia
6.	Hayley Reyes

NOMINATION PROCESS: CHECK ONE

GROUPS		HOW WERE NOMINATIONS MADE?	DATE
1.	**Teachers**	Nomination Ballot or XVerbal at meeting	08/29/2017
2.	**Other Staff**	Nomination Ballot or XVerbal at meeting	10/2/2017
3.	**Parents**	XNomination Ballot or Verbal at meeting	9/14-9/21/2017

VOTING PROCESS: CHECK ONE

GROUPS		HOW DID VOTING OCCUR?	DATE
1.	**Teachers**	Voting ballot Ballot or X Hand Vote and Tally	8/29/2017
2.	**Other Staff**	Voting ballot Ballot or X Hand Vote and Tally	10/2/2017
3.	**Parents**	Voting ballot Ballot or X Hand Vote and Tally	9/21/2017

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

SCHOOL COMMITTEES

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

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

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

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

Alamitos Intermediate

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.

Alamitos Intermediate
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.	Christina Pflughoft-staff
2.	Jackie Do- staff
3.	Rosario Estrada-Staff
4.	Jackie Do-staff
5.	Quan Nguyen
6.	Louie Nguyen
7.	Irma Garcia
8.	Octavio Munoz
9.	Nga Truong
10.	Henry Kit

	NAME OF PARENTS AND NAME OF THEIR EL STUDENT	
1.	Andrew Vega	Yolanda DeLaCruz
2.	Yuki Terada	Ami Terada
3.	Phuong Do	Nguyen Do
4.	Hong Bao Duong	Phi Long Le
5.	Hong Ha Le	Ngoc Nha An Le
6.	Paige Tran	Tram-Anh Tran
7.	Ana Jimenez	Jonathan Sotelo
8.	Quyen Nguyen	Tran Nguyen
9.	Dung Vo	Giao Ngoc Quynh Pham
10.		

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
9	÷	15	=	60	≥	35

* Membership of teachers, other staff, and parents of FEP/EO is not required and not excluded. Any interested person may be nominated for ELAC, but must be voted onto the committee by parents of English Learners.

DELAC REPRESENTATIVE (Must be parent of an English Learner)
Yolanda Delacruz and Josefina Gonzalez Perades

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
September 21, 2017

HOW WERE NOMINATIONS MADE?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	09/21/2017

HOW DID VOTING OCCUR?	DATE
Check One: Voting Ballot or XHand Vote & Tally	09/21/2017

SECTION F: PLAN APPROVAL PAGE

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

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

   X English Learner Advisory Committee

   Community Advisory Committee (CAC) for Special Education Programs

   Gifted and Talented Education Program Advisory Committee

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

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

This school plan was adopted by the school site council at a public meeting on: ELAC (2/19/19) and SSC (11/16/18, 3/19/19 and 5/29/19)

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal/ Chairperson	Christina Pflughoft		
Teacher	Craig Fahey		May 25, 2018

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Veronica Lam		May 25, 2018
Teacher	Christopher Clark		May 25, 2018
Teacher	Christine Aparicio		May 25, 20018
Classified Staff	Cindy Mount		May 25, 2018
Parent	Barbara Huffman		May 25, 2018
Parent	Paulette Bracamontes		May 25, 2018
Parent	Josefina Gonzalez		May 25, 2018
Student	Sarah Millington		May 25, 2018
Student	Kylee Valencia		May 25, 2018
Student	Hayley Reyes		May 25, 2018

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
	Christina Pflughoft		2/16/2018 & 05/25/2018
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Yolanda DeLaCruz		2/16/2018 & 05/25/2018
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Cindy Mount		2/16/2018 & 05/25/2018
PRINCIPAL	Typed Name of Principal	Signature	Date
	Christina Pijl		2/16/2018 & 05/25/2018