

# Submittal Page

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

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

FOR DISTRICT OFFICE USE ONLY	
<b>May 31, 2018 Approval</b> 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

# Bolsa Grande High School

#### **GGUSD Mission**

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

SSC Approved: May 23, 2018

#### **GGUSD Vision**

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

Board Approved: July 17, 2018.



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

**Check those that apply:**

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

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

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

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

**(1) Data Analysis Tool: Comprehensive Needs Assessment**

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

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

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

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

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

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

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

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

### **(3) District Goal Statements**

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

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

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

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

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

## **SECTION B**

### **School Parental Involvement Policy (SPIP)**

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

## **COMMON PAGES (SECTIONS C THROUGH F)**

## **SECTION C**

**Centralized Services and Support for Planned Improvement in Student Performance**

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

**SECTION D**

**Budget Information**

**Programs Included In This Plan**

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

**Capital Outlay and Equipment & Site-LCFF Expenditures**

- Describes funding source and justification for capital outlay expenditures

**Categorical Personnel**

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

**Budget Planning Tool**

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

**SECTION E**

**School Site Council and English Learner Advisory Committee**

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

**SECTION F**

**Recommendations and Assurances**

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

**GUIDELINES FOR MODIFICATIONS TO THE PLAN**

**LIST OF REASONS FOR MID-YEAR REVISIONS**

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

**PROCEDURES FOR MID-YEAR REVISIONS**

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

## PROGRAM IMPROVEMENT REQUIREMENTS

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

Required PI Plan Elements	Section(s) addressed in Plan
<b>1. Evidence-based Research</b> – 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)
<b>2. Successful Policies and Practices</b> – 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)
<b>3. Professional Development (PD)</b> 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)
<b>4.</b> How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
<b>5.</b> Description of <b>Specific, Annual Measurable Objectives</b> – Developed for each of the student subgroups and in accordance with the state’s measure of AYP.	Section A (1)
<b>6. Shared Responsibility for Improvement</b> – 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
<b>7. Parent Involvement</b> – Strategies to promote effective parental involvement.	Section B
<b>8. Extended Learning</b> – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (4)
<b>9. Incorporation of a Teacher Mentoring Program</b> – 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
<b>9</b>	8	12	13	43	46	45	35	28	22	7	7	16	7	6	5
<b>10</b>	14	14	18	36	46	45	31	26	23	11	8	10	7	6	3
<b>11</b>	22	20	30	46	34	39	19	26	16	10	13	9	3	8	6
<b>12</b>	28	23	26	34	48	36	27	17	24	8	7	8	3	5	5
<b>Total</b>	17	17	22	40	44	41	29	24	21	9	9	11	5	6	5



**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
<b>9</b>	9	12	13	41	45	41	32	26	19	7	8	16	11	10	10
<b>10</b>	13	13	16	33	43	39	29	25	19	12	8	13	13	12	14
<b>11</b>	21	18	27	42	31	36	18	24	15	10	13	9	9	14	12
<b>12</b>	25	22	24	32	45	36	26	18	24	8	8	8	8	8	8
<b>Total</b>	16	15	20	37	41	38	27	23	19	9	9	12	10	11	11

**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 11	448	472	553	438	459	534	437	459	534	97.8	96	96.6
All Grades	448	472	553	438	459	534	437	459	534	97.8	96	96.6

\* 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 11	2621.5	2626.2	2606.8	32	33	32.02	34	36	32.02	22	18	16.67	13	13	19.29
All Grades	N/A	N/A	N/A	32	33	32.02	34	36	32.02	22	18	16.67	13	13	19.29

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 11	34	33	34.83	49	49	42.32	18	18	22.85
All Grades	34	33	34.83	49	49	42.32	18	18	22.85

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 11	46	49	45.13	39	39	32.02	16	13	22.85
All Grades	46	49	45.13	39	39	32.02	16	13	22.85

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 11	19	24	24.34	66	62	57.12	15	14	18.54
All Grades	19	24	24.34	66	62	57.12	15	14	18.54

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 11	44	44	44.38	46	48	36.70	9	8	18.91
All Grades	44	44	44.38	46	48	36.70	9	8	18.91

**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 11	448	473	553	441	464	549	441	464	548	98.4	96.9	99.3
All Grades	448	473	553	441	464	549	441	464	548	98.4	96.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2600.5	2611.1	2606.5	15	19	18.61	29	29	29.20	27	24	22.63	29	28	29.56
All Grades	N/A	N/A	N/A	15	19	18.61	29	29	29.20	27	24	22.63	29	28	29.56

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 11	29	33	38.69	40	36	29.20	32	31	32.12
All Grades	29	33	38.69	40	36	29.20	32	31	32.12

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 11	18	19	17.70	58	55	48.72	24	26	33.58
All Grades	18	19	17.70	58	55	48.72	24	26	33.58

**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
<b>Grade 11</b>	20	26	21.72	61	57	55.84	19	17	22.45
<b>All Grades</b>	20	26	21.72	61	57	55.84	19	17	22.45

## 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
<b>Total Enrollment</b>	Overall	47,599	46,936	46,177	45,252	44,223	43,163	2,012	2,003	2,054	1,995	2,028	2016
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	<a href="#">DataQuest Enrollment Data</a> (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						
<b>Ethnicity</b>	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	35.7%	38.4%	38.1%	37.9%	38.0%	35.07%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	1%	0.1%	0.2%	0.1%	0.1%	0.25%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	55.3%	53.9%	53.9%	53.7%	54.3%	57.59%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.1%	0.9%	0.9%	0.6%	0.4%	0.55%
	Filipino	1.2%	1.2%	1.1%	1.1%	1.2%	1.2%	1.1%	0.9%	0.6%	0.9%	1.0%	1.14%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	0.4%	0.5%	0.4%	0.4%	0.35%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	5.5%	5.2%	4.8%	4.7%	4.0%	3.67%
Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	0.6%	0.2%	0.9%	0.1%	1.4%	0.99%	
<b>English Learners</b>	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	24%	26%	26%	27%	28.0%	26.2%
<b>FRL Rate</b>	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		77.9%	84.3%	80.5%	69.0%	70.9%	74.2%



## DATA ANALYSIS TOOL

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

### Goal One | ACADEMIC SKILLS

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

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.						
DATA TO INFORM PROGRESS TOWARDS GOAL <small>(Those marked with an asterisk (*) are required by LCAP regulations)</small>		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>State standardized assessments*</b> (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%	66%	69%	64.04%
	Percent of students met or exceeded standards in Math	improve	Overall 39% ES (6) 40% IS (8) 43% HS (11) 35%	Overall 45% ES (6) 49% IS (8) 49% HS (11) 39%	Overall 47% ES (6) 47% IS (8) 49% HS (11) 42%	44%	48%	47.81%
<b>District Assessments (T3/Q3)</b>	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%	59%	66.6%	56.6%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 40% ES 40% IS 46% HS 38%	Overall 38% ES 40% IS 33% HS 33%	Overall 52% ES 57% IS 60% HS 43%	37%	36.7%	46.7%
<b>Grades/Report Cards</b>	The average GPA for all students ①	maintain/ improve	IS 2.94 HS 2.74	IS 2.95 HS 2.80	IS 2.95 HS 2.80	2.79	2.84	2.88
	D/F Rate ① (All courses, Spring Semester 2015)	Ds	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	8.2%	8.22%	8.11%
		Fs	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	6.1%	7.3%	6.14%
<b>Other Data</b>								

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



<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.						
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>State Standardized Assessments</b> (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%	20%	21%	24.26%
	Percent of students met or exceeded standards in Math	improve	Overall 16% ES (6) 14% IS (8) 14% HS (11) 10%	Overall 21% ES (6) 21% IS (8) 17% HS (11) 8%	Overall 18% ES (6) 16% IS (8) 15% HS (11) 14%	15%	16%	19.18%
<b>CELDT and AMAOs*</b> (See State Data Tables for additional details and disaggregated reports)	<b>CELDT Criterion</b> 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	<b>45%</b>	<b>48%</b>	<b>50%</b>	66.5%	69.3%	55%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	35/6.8%	28/5.2%	38/7.1%
<b>District Assessments</b> (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%	23%	37.4%	18.0%
	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%	18%	26.7%	29.0%
<b>Grades/Report Cards</b> (EL subgroup)	The average GPA for English Learners ⓘ	improve	IS 2.47 HS 2.18	IS 2.48 HS 2.25	IS 2.52 HS 2.29	2.24	2.37	2.39

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
D/F Rate for English Learners ① (All courses, Spring Semester 2015)	Ds	improve	IS 13.37% HS 15.03%	IS 12.79% HS 14.5%	IS 12.19% HS 14.46%	13.9%	10.81%	13.15%
	Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	11.8%	10.41%	12.05%
<b>Other Data</b>								

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

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Self-Management/Self-Regulation	≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	2.99/83%	3.71/90.49%	3.69/89.39%
	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%	2.78/68%	3.64/88.34%	3.61/87.32%
<b>Work Habits</b>	Work Habits	≥ 3.0	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.11	3.22	3.22
<b>Other Data</b>								

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

<b>GOAL 1 Data Review</b>
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As you review your Goal 1 data, consider your school’s performance relative to the districtwide averages and previous year performance. These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>We are above the district average in our district benchmarks in math. We are above the district average in our average GPA. State Standardized assessments for both math and ELA have improved for EL subgroup. CELDT scores and reclassification rate has improved Overall decrease in Ds and Fs rate Increase in average GPA for EL subgroup Bolsa exceeds the LCAP expected outcome for all measures of scholarly habits</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>Course-like collaboration RFEP meetings (bandhugger’s meeting) PBIS helped with scholarly habits OO Taught parents how to use student portals Irvine Math Project Extended Learning Opportunities GRR PD and implementation of strategies</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>EL Subgroup: Percent of students at or above proficient on district benchmarks in ELA decreased significantly (37.4% to 18%) from 2015-16 to 2016-17, Currently below district (22%). Bolsa shows area for growth in School Goal 1A: Grades/Report Cards; F rate has improved from last year from 7.3% to 6.14%, but is still not meeting the district average of 5.96%. Bolsa shows area for growth in School Goal 1B: Academic English; EL Subgroup: D/F rate increased this year We have not met the LCAP expected outcome for our State standardized assessments</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school’s budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>School Goal 1A Action steps: 1a, 1c, 3a, 6a, 1b School Goal 1B Action steps: 1a, 1b, 2a, 2b, 3</p>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<p>Maintain and improve our current averages It’s important to disaggregate the data for standardized assessments, to figure out what subgroups need additional support Based upon our areas of growth, we should continue to focus on our EL subgroup</p>

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## Goal Two | PERSONAL SKILLS

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

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.									
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
<b>Attendance Rates*</b>	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	97.35%	96.97%	97.20%	96.53%
	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	8.90%
		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	7.00%	9.00%	7.00%	N/A
<b>Truancy Rate</b>	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	34.83%	29.94%	27.97%	N/A
<b>Dropout Rates*</b>	Middle School Dropout Rate (dropouts/enrollment) District Data Only	Grade 7	Improve	17/3645 0.5%	38/3794 1.0%	18/3646 0.5%	N/A	N/A	N/A	N/A	N/A
		Grade 8	Improve	11/3718 0.3%	16/3861 0.4%	6/3511 0.2%	N/A	N/A	N/A	N/A	N/A
	High School Dropout Rate	Cohorts dropout rate	Improve	9.1%	8.0%	6.2%	N/A	7.40%	5.70%	7.00%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.70%	1.50%	1.20%	N/A
<b>Graduation Rates*</b>	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	91.20%	92.70%	91.70%	N/A
<b>Work Habits</b>	Work Habits		≥ 3.0	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.11	3.11	3.22	3.22

<b>SCHOOL GOAL 2A:</b> <b>MOTIVATION</b>	Students will demonstrate continued growth in their attitude towards learning.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
<b>Citizenship Grades</b>	Citizenship	≥ 3.0	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.30	3.35	3.42	3.45
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to “Two-Year Report” for review of individual items.	Growth Mindset	≥ 3.0	N/A	ES 3.17/78% IS 3.07/77% HS 2.94/73%	ES 3.84/82% IS 3.82/85% HS 3.58/83%	ES 3.67/84% IS 3.77/83% HS 3.63/76%	N/A	2.90/71%	3.55/81.07%	3.56/81.99%
	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	3.04/82%	3.87/94.07%	3.91/94.45%
	Expectations	≥ 3.0	N/A	ES 3.40/91% IS 3.20/89% HS 3.11/88%	ES 4.36/97% IS 4.09/96% HS 3.94/95%	ES 4.41/97% IS 4.10/96% HS 3.96/95%	N/A	3.08/87%	4.01/96.95%	3.94/95.73%
<b>Other Data</b>										

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

<b>SCHOOL GOAL 2B:</b> <b>SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to	Social Awareness	≥ 3.0	ES 3.09/83% IS 2.92/77% HS 2.98/81%	ES 4.06/80% IS 3.98/75% HS 3.96/74%	ES 4.11/94% IS 4.01/94% HS 4.01/94%	2.98/81%	3.94/94.12%	4.01/94.51%
	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%	3.00/80%	3.89/92.65%	3.86/92.75%
	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%	2.82/74%	3.81/91.80%	3.60/87.12%

<b>SCHOOL GOAL 2B:</b>		Students will demonstrate continued growth in their attitude towards themselves and others.						
<b>SOCIO-EMOTIONAL WELLBEING</b>								
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
"Two-Year Report" for review of individual items.								
<b>Citizenship</b>	Citizenship	≥ 3.0	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.35	3.42	3.45
<b>Other Data</b>								

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

<b>SCHOOL GOAL 2C:</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.							
<b>CLIMATE</b>									
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>			
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
<b>Annual Survey (Grades 3-12)*</b> (Described as a composite scores by domain & percent of favorable responses) <u>NOTE:</u> There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.	Climate of support for academic learning	≥ 3.0	ES 3.39/90% IS 3.13/86% HS 3.02/83%	ES 4.24/95% IS 4.06/96% HS 3.85/94%	ES 4.27/95% IS 4.08/96% HS 3.93/95%	3.03/84%	3.88/93.53%	3.96/95.41%	
	Discipline & Norms	≥ 3.0	ES 2.77/63% IS 2.71/64% HS 2.65/62%	ES 3.60/82% IS 3.50/84% HS 3.38/82%	ES 3.60/82% IS 3.52/84% HS 3.43/83%	2.67/64%	3.51/85.93%	3.45/84.02%	
	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%	2.79/83%	3.62/90.89%	3.19/78.37%
		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%	2.92/76%	2.28/87.59%	3.80/88.64%
	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%	2.54/58%	2.98/71.86%	2.86/67.79%
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%	2.70/68%	3.79/94.54%	2.86/66.77%	

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>		
			<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Suspension rates*</b>	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	4.69	3.05	3.5
<b>Expulsion rates*</b>	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	0.19%
<b>Parent involvement rates*</b>	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. Contact the school at 714-663-6424 or <a href="http://www.bolsagrande.org">www.bolsagrande.org</a> or @newsbghs on Twitter or BGHSMatadors on Facebook.						
<b>Survey (Parents)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.14	4.12	3.82
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.16	4.05	3.86
<b>Survey (Staff)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.37	4.12	4.12
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.18	4.15	4.00
<b>Focus groups/Interviews &amp; Other data</b>								

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

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



## GOAL 2 Data Review

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

Key Questions	Analysis
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>Our dropout rate is better than the district and has improved. Our citizenship grades have improved and are better than the district. Work habits and citizenship continue to exceed LCAP. Our attendance rate is better than the district and has improved. We meet or exceed the majority of data points in comparison to the LCAP expected outcome Emotional Care has increased and is higher than the District Bullying decreased by 1% Our support for academic learning is better than the district.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>PBIS School Goal 1B: Action steps 1b Rossier counseling services Mentoring - link crew</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>Sense of belonging and school connectedness has decreased and is lower than the district average Goal 2C: Decrease in Feeling Safe at School Goal 2C: Decrease in Facilities Well Maintained Goal 2C: Decrease in Student Climate Overall Goal 2C: High expulsion rate Adult climate overall and school staff climate overall have decreased from 2015-2016 to 2016-2017</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>School Goal 2A: Action Steps: 4, 1b, 2b, School Goal 2C: Action Steps: 4a, 4b, 4d, 5a</p>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<p>Safety, facilities maintenance, attendance rates, and school climate are areas to closely monitor School facility maintenance decrease in favorable response can be attributed school modernization</p>

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## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A:</b>		District-wide data that are predictive of success after high school will improve annually.									
<b>COLLEGE/CAREER READINESS</b>											
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b> (Those marked with an asterisk (*) are required by LCAP regulations)		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>				<b>SCHOOL</b>				
			<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
<b>a-g Rates*</b>	a-g Rate (Students attending all 4 years in GGUSD)	Maintain/ Improve	61.1%	62.3%	55.0%	N/A	66.8%	65%	72%		
	a-g Rate (DataQuest)	Maintain/ Improve	54.4%	53.8%	51.6%	N/A	57.10%	62.60%	54.30%	N/A	
<b>Early Academic Progress (EAP)*</b>	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	35%	32%	33%	32.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	16%	15%	19%	19.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	16%	34%	36%	32.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	45%	29%	29%	29.0%
<b>PSAT/SAT/ACT Exams</b>	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	Maintain/ Improve	870	880	893	N/A	870	880	893	907
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	39%	39%	441	453
		Writing	Maintain/ Improve	38.2	37.7			38%	38%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	41%	42%	452	454
	Average SAT Scores (New SAT)	Total Score	Maintain/ Improve	N/A	N/A	N/A	<b>1,076</b>				1088
		Critical	≥ 480	477	478	475	<b>537</b>	473	490	490	537

<b>SCHOOL GOAL 3A:</b> <b>COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
2016-17)  Average ACT Scores	Reading									
	Writing	478	478	473		476	491	491		
	Math	≥ 530	508	506	497	<b>539</b>	510	521	521	550
	Reading	≥ 20	21	21	21	N/A	21%	21%	22%	21.0
	English	≥ 20	20	20	21	N/A	26%	20%	21%	20.0
	Math	≥ 20	22	22	23	N/A	23%	22%	22%	21.0
	Science	≥ 20	21	21	21	N/A	949	20%	21%	20.0
<b>Advanced Placement (AP) *</b> K-8 Schools: Rates reflect your feeder high school.	AP Enrollment Rates* (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	3514 23.6%	3493 23.6%	3885 27.7%	4120 29.5%	26%	27%	25%	28.06%
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	23%	24%	22%	24.80%
	Total AP Exams	N/A	6339	6160	7009	7471	949	978	800	887
	AP Pass Rate* (exam scores 3, 4, 5)	maintain or improve	61.1%	61.4%	62.6%	64.19%	73%	59%	58.88%	60.65%
<b>Other Data</b>										

<b>SCHOOL GOAL 3B:</b> <b>COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)	LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL				
		2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	
<b>College Enrollment Rates (Fall enrollment)</b>	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	75%	79%	76%	83%

**SCHOOL GOAL 3B:**

College and career entrance and completion rates will improve annually.

**COLLEGE/CAREER SUCCESS**

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	
<b>immediately after High School)</b> K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	maintain or improve	30%	30%	29%	30%	30%	42%	26%	31%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	45%	37%	49%	51%
<b>Persistence Rate (Freshman to Sophomore Persistence)</b> K-8 Schools: Rates reflect your feeder high school.	Overall	maintain or improve	89% (2012)	88% (2013)	89% (2014)	89%	93%	90%	89%	90%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	92%	99%	97%	98%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	90%	83%	84%	82%
<b>Future Educational Goals</b> Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.87	86.88%	85.91%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0419	7.13%	6.69%
<b>CTE Pathways</b>			137	140	244	333			41	48
<b>Industry Certification</b>			N/A	N/A	N/A	664				173
<b>Articulation</b>			447	478	496	1072			90	283
<b>Internship/Work-Based Learning experience</b>			N/A	N/A	N/A	12				1
<b>Alumni Groups: Surveys &amp; Focus Groups</b>										
<b>Other Data</b> Note: Student tracker data not yet available										

## GOAL 3 Data Review

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

Key Questions	Analysis
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school?</p>	<p>AP enrollment, AP exams test takers, and AP pass rate increased. Our SAT scores are higher than the district. Math scores higher than district. Average SAT scores exceed LCAP expected outcomes both Math and English. Increase in Average PSAT scores Persistence Rate from Freshmen, to Sophomore at university is 98% a-g Rate increased from 56.9% to 63% Our future educational goals are higher than the district.</p>
<p>Which prior year action steps have contributed to these areas of strength?</p>	<p>AP Extended Learning Opportunity (ELO) helped improve the AP pass rate. Approximately 200 students enrolled in the Princeton review class College boost program, supporting the college application, financial aid, and college selection progress</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>Decrease in a-g Rate (2015-16 data, last year data not available) Decrease in EAP ELA rate (36% to 32%) AP enrollment, AP exams test takers, and AP pass rate increased but are still below the District averages. Our AP enrollment rate and pass rate are lower than the district. Our enrollment rate at 4 year colleges has declined and is lower than the district. College enrollment rates dropped from 2014-2015 to 2015-2016</p>
<p>How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined programs, strategies, activities, etc.)</p>	<p>Goal 3A Action Steps: 1a, 2a, Goal 3B</p>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<p>Need more updated data in all areas It would be helpful to see the persistence rate for the district and state More information on student post-secondary achievements especially with regard to the 2-Year College students (e.g. vocational, military, transfer)</p>



**School Plan for Student Achievement Annual Evaluation**

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

Section	Annual Evaluation Summary Description Use the guiding questions above and provide a summary response for each area of evaluation.
Plan Priorities	<p>Goal 1:            We had two major areas of focus: subgroups and instructional technology            One priority was to address the following areas for our underperforming subgroups:            Improve standardized test scores to meet or exceed LCAP expected outcomes            Improve D/F rate            Continual improvement on RFEP rate            A major focus area was instructional technology.            Allocated funds for professional development, hardware/software, replenish devices (i.e. laptops, chromebooks)            Technology Assistant            CUE, CUBE, Superweek, District Technology Coordinator trainings, School site trainings</p> <p>Goal 2:            There are many data points in which we exceed the LCAP expected outcome (work habits, citizenship, emotional care, sense of belonging, and school connectedness). We are currently in Year 2 of PBIS Implementation and this seems to have had a positive effect on these areas. Our data addressing discipline (suspension rate and expulsion rate) are potential areas of concern. As we continue to implement PBIS and look closer at our different Tiers of Intervention we hope to address this issue. The data for Facilities Maintenance are also of concern but are probably related to Modernization. We will continue to monitor these numbers to see if there is a correlation.</p> <p>Goal 3:            Improve EAP College ready rates for ELA            Improve SAT scores (tied to both college readiness rates and college enrollment)</p>



<b>Plan Implementation</b>	<p>Goal1: We had the following two plans.</p> <p>1. Technology</p> <p>School Goal 1A:Replenish Technology Refreshed teacher laptops and chromebook carts Replace classroom hardware such as elmos, projectors, speakers, cables/cords Purchased and renewed software (e.g. kuta, smartboard, Go Guardian)</p> <p>School Goal 1A: Instructional Technology Professional Development SuperWeek Onsite technology breakouts in August and November After school paid workshop on Go Guardian CUE Conference attendees Rockstar Conference attendees District technology trainings Google consultants The above plans were put into place and all of the plans were fully implemented except for the Rockstar conference attendees and the use of the Google consultants.</p> <p>2. Subgroups:</p> <p>School Goal 1A: Special Education Subgroup School Goal 1A.1 Continued Edge Program training for special education teachers to implement textbook and curriculum materials aligned with Ca. state standards. School Goal B: Teachers have access to SEIS, in order to implement accommodations and modifications of special education students IEP plans.</p> <p>School Goal 1B: Support for English Learners School Goal 1B: Action Plan 1a:Training provided to all new teachers include Constructing Meaning Strategies and Effective Instruction School Goal 1B: Action Plan 1b:District training and collaboration time provided for implementation of new ELA textbooks</p> <p>Teacher collaboration and content resources: Irvine Math Project Next Generation Science Standards World Language Consults Common Assessments Grading Alignment</p>

Extended Learning Opportunities:

- Math tutoring four days per week after school
- Algebra 2 Enrichment
- Algebra 2/Trig. Extended learning opportunity
- Boys and Girls Club
- Foreign language tutoring
- STEM Extension
- AP ELO
- Preparation for college placement exams for 12th grade students

Goal 2:

PBIS is in Year 2 of Implementation. We have reviewed data to look at the effectiveness of reinforcing schoolwide expectations and have highlighted tardies as a behavior that needs to be addressed schoolwide. PBIS is not fully implemented and in the future we will continue to refine reinforcing schoolwide expectations, develop Tier II and Tier III interventions, implementation of Restorative Practices, and further develop expectations schoolwide.

Rossier counseling has been used to support the socioemotional well being of our students. Students are recommended to counselors by staff and provided with support when necessary. Counselors have been trained to assist students in need and support staff has been increased with the employment of a Health Assistant.

Parents United is a group used to educate parents on various topics and provide them with support. The group meets monthly and is presented with information in their various languages (English, Spanish, Vietnamese). This is fully implemented and reviewed each year through a parent survey.

Goal 3:

Use data to inform instruction: In order to determine areas of focus the following data can be analyzed.

- ? Benchmarks
- ? Common Assessments (including Science, ELA, Social Science)
- ? SBAC (8th grade and 11th grade)
- ? SAT
- ? PSAT

Teachers and staff will be provided opportunities to review and analyze the following data:

- ? Benchmarks/Illuminate
- ? State assessments-SBAC/CAASPP/CAST
- ? Formative and Summative Common Assessments
- ? SAT/ACT/PSAT
- ? EAP/ELM/EPT
- ? Senior college focus tracking data
- ? Keys for success-Non A-G Senior Tracking

<p><b>Strategies and Activities</b></p>	<p>Goal 1:  School Goal 1A Instructional Technology Plan: It is difficult to measure the direct correlation between our assessment data and the effectiveness of our instructional technology plan. However, anecdotally we do believe students' technology skills have become more fluid as a result of the implementation of chromebooks on a regular basis. Based upon teacher feedback, we have seen the use of technology allow students to demonstrate their mastery of the content in a variety of ways. Additionally, we believe the professional development has also been helpful to the staff based upon the professional development staff surveys. Technology breakouts (e.g. Google, Go Guardian, Online Web Tools) are consistently requested for by the staff over other instructional strategies.</p> <p>School Goal 1B Academic English: Our plan for Academic English has been somewhat effective based on improvement in CELDT scores, RFEP rates, and state standardized test scores for ELA. Our EL subgroup has improved on each of these measures over the last year. However, one area of concern is an increased D/F rate among our EL population.</p> <p>We have implemented weekly collaboration and quarterly release days with course-alikes which have been effective for creating shared curriculum and assessments..  we have not met the LCAP expected outcome for our State standardized assessments</p> <p>School Goal 1B ELO: Our EL subgroup showed improvement on the district math benchmarks and average gpa. It can also be inferred that the AP pass rate improved as well because the overall pass rate improved schoolwide. We could attribute the improvements to our after school enrichment programs (e.g. AP ELO, Math tutoring ELO, Algebra 2/Trigonometry ELO).</p> <p>Goal 2:  PBIS has been effective in identifying expectations for students schoolwide. Monthly videos are presented to students highlighting behaviors and expectations. These videos have provided opportunities for teachers to have dialogue with their students about the behaviors and expectations. The effectiveness of reinforcing schoolwide expectations have been discussed by the staff and is something that is being refined by the PBIS team.</p> <p>The counseling services (Rossier, counselors, etc) have been made aware to staff and they are able to identify students in need and recommend those students to the appropriate services. This system has been effective in ensuring that our students are able to get support when necessary.</p> <p>Goal 3:  ? Teachers have received training to support students in the following Instructional Strategies:  ? Systematic English Language Development (SYSELD)  ? Constructing Meaning Strategies  ? Thinking Maps  ? Scaffolding of ELD instruction into core areas  ? Non-student day provided opportunities for training in:  ? Focused Notetaking  ? Illuminate  ? Quality Questioning  ? FHF has incorporated data analysis twice a year to evaluate effectiveness</p>

	<p>? SBAC Interim Assessments in 11th grade</p>
<p><b>Involvement/ Governance</b></p>	<p>Goal 1: School Goal 1A Instructional Technology: The stakeholders that were involved in our technology plan and implementation of the plan included our technology coordinator, technology assistant, CUBE teachers (approx. 8 teachers), and SSC. School Goal 1B Academic English: The people involved in the Academic English plan included all teachers and staff. Additionally, there were specific groups that helped to develop the plan and implement the plan (e.g. spsa committee, department chairs, instructional technology team, cube, ssc, elac, delac).</p> <p>Goal 2: All staff has been involved in these programs. A PBIS team composed of teachers from all departments and administration has been created to work on schoolwide implementation and the development of Interventions. The Instructional Leadership Team has reviewed data related to PBIS and the reflections have been presented to the staff through department chairs.</p> <p>Goal 3: Administration, TOSA/teachers, Counselors Instructional Leadership Team CUBE</p>
<p><b>Outcomes</b></p>	<p>Goal 1: School Goal 1A Instructional Technology: Based upon our evaluation, we would like more information on ways to directly measure the effectiveness of our instructional technology plan (e.g. student diagnostic assessment, studeneacher survey, qualitative data). School Goal 1B Academic English: As we reflected on our Academic English plan we would like to further disaggregate the data by EL/LTEL and course placement in order to better assess the effectiveness of our plan. We would also like to further disaggregate the D/F rate data to better understand the causes of the increase. School Goal 1B ELO: Since there are no longer ELO funds available, we would like to find ways to fund the ELO programs that have proven to be successful. School Goal 1B Collaboration: Course alike collaboration has shown to provide positive results in addressing critical learner needs, additional funds would be beneficial in continuing this practice by providing substitute coverage.</p> <p>Goal 2: Further implement PBIS (reinforcing schoolwide expectations, Interventions, ...), continue to provide services to students to support socioemotional well being (counseling), continue to train staff (Restorative Practices, OC Wellness, crisis intervention, anti bullying, internet safety...), and finish Modernization. Continue to monitor PBIS tiers of intervention for effectiveness and make adjustments as necessary.</p>

Goal 3:

Pull SBAC questions that can be incorporated into lessons in grades 9-11

Grades 9 and 10 give practice SBAC

Professional Development Opportunities throughout the school year will focus on instructional strategies tied to determined areas of growth (focus on literacy)

## Section A: Planned Improvements in Student Performance

### Goal One | ACADEMIC SKILLS

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

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)  
WASC Critical Learner Need: Expand assessments inclusive of depths of knowledge levels to inform and guide instruction. (See Action Step 1A)  
WASC Critical Learner Need: Continue to develop systems that assess the impact of how programs affect students achievement. (See Action Step 6B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Effective Instruction and CA State Standards:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24			2000.00	24442
1a	To address the CLN targeting assessments to inform and guide instruction, will be trained and participate in the use of: 1. Effective Instruction/ Instructional Strategies (GRR, CFU, CRE) 2. Collaboration (grade-level, course-alike, cross-content)	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Confere nce Fees		

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					2018-19 TITLE I	2018-19 SITE-LCFF
	3. Thinking Maps 4. English learner support 5. Data Analysis Tool 6. Illuminate 7. Aeries  At the site level teachers will participate in: 1. Friends Helping Friends (FHF) 2. Instructional Leadership Teams (ILT) 3. Supporting students with special needs 4. Super Week Site PD Days  Selected teacher groups by department and course alike will participate in: 1. Irvine Math Project 2. Next Generation Science Standards 3. World Language Consults	5/23- 5/24				
1b	To address the CLN targeting our Special Education sub group training will be facilitated for general education teachers focusing on: 1. Implementation of the accommodations and modification	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees	60,000	

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	2. Access to SEIS 3. IEP Attendance protocols 4. Irvine Math Project 5. SE teachers will collaborate with content specific teams	5/22- 5/23 5/23- 5/24				
1c	To address the CLN targeting our EL sub group we will provide an instructional aide in the ELD department.					
2	<b>Professional Development:</b> 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).	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		Staff Development set-aside (TI)		2,000
2a	Teachers will be trained and be facilitators of instructional technology 1. CUE (Computer-Using Educators) 2. CUBE (Computer-Using Bolsa Educators) 3.Site based Technology Coordinators	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference Fees		5,000



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					2018-19 TITLE I	2018-19 SITE-LCFF
		5/23- 5/24				
2b	Teachers and guidance team will attend the following professional development conferences. 1. UC Conference 2. CSU Conference 3. AVID Conference					8,800
3	<b>Extended Learning/Tutoring:</b> 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)].	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
3a	<b>Program Title or Focus:</b> Intervention  <b>Brief Description:</b> Credit Recovery/D-Validation	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21	Administration TOSA/Teachers Counselors	<b>Staffing:</b> 9  <b>Materials/Supplies:</b> APEX Licenses	27648	55296

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	<b>Estimated # students served:</b> 200  Credit Recovery Apex	5/21- 5/22 5/22- 5/23 5/23- 5/24		Teacher Hourly APEX license Fees Materials and supplies to implement program		
3b	<b>Program Title or Focus:</b> Extended Learning Opportunity  <b>Brief Description:</b> Targeted Support  <b>Estimated # students served:</b> 80  To address the CLN support targeting our Latino sub group: 1. Implement course materials for a)Mexican American History b) Ethnic Studies 2017-2018 2. Algebra 2	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Counselors	<b>Staffing:</b> 1  <b>Materials/Supplies:</b>  Teacher hourly field trip expenses Materials and supplies Release Time	2304	3780
3c	<b>Program Title or Focus:</b> Extended Learning Opportunity	May 2018- May 2019	Administration Teachers	<b>Staffing:</b> 1		

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					2018-19 TITLE I	2018-19 SITE-LCFF
	<b>Brief Description:</b> STEM After School Course  <b>Estimated # students served:</b> 30  School Funded Intervention -STEM Extension extending the Physics curriculum	Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Counselors	<b>Materials/Supplies:</b> Materials for projects  Teacher hourly Materials and supplies		
3d	<b>Program Title or Focus:</b> Extended Learning Opportunity  <b>Brief Description:</b> Summer Bridge Course  <b>Estimated # students served:</b> 60  School Funded- Math Preparation Tutorial - preparation/skill review to support success in Algebra 2/Trig in summer of 2017.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Counselors	<b>Staffing:</b> 2  <b>Materials/Supplies:</b>  Teacher hourly Materials and supplies		1890
3e	<b>Program Title or Focus:</b> Tutoring			<b>Staffing:</b> 10	11520	2520

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	<b>Brief Description:</b> Tutoring in various subjects  <b>Estimated # students served:</b> 100  1. District Writing Assessment Workshops 2. Tutoring through the Boys and Girls Club of Garden Grove 3. VLPT Tutoring 4. Princeton Review for SAT and ACT preparation classes			<b>Materials/Supplies:</b>  Teacher Hourly		
4	<b>Materials/Supplies:</b> 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.)	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24			86174.06	220672
4a	All teachers submit requests for materials and supplies to support their instruction: 1. Requests are prioritized and voted on by	May 2018- May 2019  Review and Refine:	Administration TOSA/Teachers Counselors	Materials and supplies for school based programs	22,000.	

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	SSC/ELAC for Title 1 purchasing for English, Math, Science, History 2.Non Core 4 teacher requests can be submitted for review and purchase from LCFF and General Fund	5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	SSC/ELAC			
4b	Appropriate technology, software, and infrastructure will be obtained to meet the needs of student learning, in the 21st Century classroom. 1. Teachers with support of Admin/TOSA's will determine classroom needs, available monies, and priority for purchasing	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors SSC/ELAC	Technology Hardware and Software to support school based implementation of 21st Century classrooms	5881.	
5	<b>Instructional Support for Students:</b> 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).	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		3% Contingency set-aside (TI)	5,000.	

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
5a	Personnel includes: 1.Technology Assistant Lead 2.Other School Support personnel	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration	Technology Assistant to implement 21st Century Learning Other personnel		
6	<b>Assessment and Data Analysis:</b> Use multiple types of assessments to measure achievement and use data to inform instruction.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
6a	Teachers and staff will be provided opportunities to review and analyze the following data: 1.Benchmarks/Illuminate 2.State assessments- SBAC/CAASPP/CAST 3.Formative and Summative Common Assessments	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23	Administration TOSA/Teachers Counselors School Testing Clerk	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies Naviance College		

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#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	4. SAT/ACT/PSAT 5. Senior college focus tracking data 6. Keys for Success - Non A-G Senior Tracking	5/23- 5/24		Tracking Software personnel: School Testing Clerk		
6b	To address the CLN regarding developing systems to assess the impact of how programs affect student achievement, the Instructional Leadership Team will meet to determine which current programs do not have metrics to assess their affect on student achievement.  Once those programs are identified, the staff will begin to measure the effectiveness of those programs.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		Instructional Leadership Team Administration		
7	<b>Coordinated Services:</b> 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	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23				

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)  
WASC Critical Learner Need: Expand assessments inclusive of depths of knowledge levels to inform and guide instruction. (See Action Step 1A)  
WASC Critical Learner Need: Continue to develop systems that assess the impact of how programs affect students achievement. (See Action Step 6B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/23- 5/24				
<b>TOTAL BUDGET PLANNING</b>					181,055.06	260,914

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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WASC School Wide Learner Outcomes: Academically Proficient, Skilled Communicators  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See action step 1B, 2A, 2B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Support for English Learners (EL) - English Language Development:</b> 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	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				



<b>SCHOOL GOAL 1B:</b>		English Learners will demonstrate continued growth toward mastery of Academic English and being designated				
<b>ACADEMIC ENGLISH</b>		English language proficient.				
WASC School Wide Learner Outcomes: Academically Proficient, Skilled Communicators						
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See action step 1B, 2A, 2B)						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	English. Implement the Board Approved Plan to support English Learners and the preservation of heritage language.					
1a	Teachers will receive training to support English Learners in their classrooms implementing a variety of instructional strategies including: 1. Systematic English Language Development (SYSELD) 2. Constructing Meaning Strategies 3. Thinking Maps 4. Scaffolding of ELD instruction into core areas 5. Orange County Department of Education	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies		
1b	To address the CLN targeting English Learners in support of the ELA/ELD textbook implementation and ELA/ELD framework, teachers will receive training from: 1. Garden Grove Unified School District 2. OCDE or other outside agencies	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies		
2	<b>Support for Reclassified English Proficient Students</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22				

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.
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WASC School Wide Learner Outcomes: Academically Proficient, Skilled Communicators  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See action step 1B, 2A, 2B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/22- 5/23 5/23- 5/24				
2a	To address the CLN for ELs, ELA teachers will systematically teach using the student portal how to read their own EL status and other critical data.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials & Supplies		
2b	To address the CLN for ELs systematically hold "band hugger" meetings with students to discuss the RFEP process	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials & Supplies		
3	<b>Writing Strategies:</b> 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	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23				

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.				
WASC School Wide Learner Outcomes: Academically Proficient, Skilled Communicators WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See action step 1B, 2A, 2B)						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	automaticity.	5/23- 5/24				
3a	District Writing Rubric 1.Training, calibration and application of the rubric and scoring to align with anchor papers in each of the 3 genres (informative/explanatory, narrative, argumentative) 2. Students that need the DWA in order to be reclassified will be offered an after school class that will focus on writing	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time or Teacher hourly		
<b>TOTAL BUDGET PLANNING</b>						

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>		Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.				
WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Self-Regulatory Programs:</b> 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	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21				0

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	strategies.	5/21- 5/22 5/22- 5/23 5/23- 5/24				
1a	Offer the following self-regulatory programs: 1.Academy 2.Resource Center 3.Advancement Via Individual Determination (AVID)	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Self Regulatory Program Tutors Self Regulatory Program Field Trips Self Regulatory Program Conference Fees Subs for release time Teacher hourly Materials and Supplies for program implementation	71,000.	
2	<b>Technology:</b> Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the District Technology Plan.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	Bolsa Grande will build and sustain the technology base at the school utilizing a 1-3-5 year plan.  Teachers will have access to the following "kits:" 1.Chromebooks/carts/printers 2.iPads/tablets	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22	Administration TOSA/Teachers Counselors Media Tech	Technology Hardware and Software to support school based implementation of 21st Century classrooms	116,717.	125548

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.
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WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	3.Laptops for Teacher Use 4.Short-Throw Projector 5.ELMO with cart 6.Speakers 7.Charging Station  The following programs will be utilized at the school site: 1.Aeries Portal 2.Illuminate 3.Google Apps for Education 4.Google Classroom 5. Go Guardian 6.EBSCO 7.Overdrive 8.Schoology 9. Turnitin.com	5/22- 5/23 5/23- 5/24		Conference Fees Professional Development from External experts Materials and Supplies		
3	<b>Library Media Center:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
3a	Support staff will ensure that the library is available to students 40 hours per week.	May 2018- May 2019  Review and Refine:	Administration TOSA/Teachers Counselors	Technology Hardware and Software to support school based		

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>		Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.				
WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Materials to enhance and support the library include:  1.Junior Library Guild 2.Follett Shelf 3.EBSCO/GALE 4.LanSchool 5.Overdrive/Follett e-books 6. Follett Classics 7. Printmanager Plus  Library Computer Lab Infrastructure: Computers, furniture, and wiring will be upgraded to ensure optimal instruction and student learning	5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Librarian Media Tech	implementation of 21st Century classrooms Conference Fees Professional Development from External experts Materials and Supplies		
				<b>TOTAL BUDGET PLANNING</b>	187,717	125,548

## Goal Two | PERSONAL SKILLS

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

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
WASC School Wide Learner Outcomes: Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Practices that Build Motivation:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2	<b>Incentives:</b> Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	PBIS Incentives aligned to program implementation	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Educationally based incentives		

<b>SCHOOL GOAL 2A: MOTIVATION</b>	Students will demonstrate continued growth in their attitude towards learning.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
3	<b>Secondary Credit Recovery:</b> Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of “F” was initially earned).	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4	<b>Attendance:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4a	Based upon need, students with chronic absenteeism problems will be referred to any one of the following programs:  1. check-In/Check- Out 2. Mentoring 3. Social Skills Group	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Counselors PBIS team Rossier Counseling			
<b>TOTAL BUDGET PLANNING</b>						



<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Support Services/Counseling/Mental Health:</b> Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				29600
1a	Support for student physical and mental health will be supplemented with the following: 1.Rossier counseling services 2.Health Assistant in the main office 3.Counselor training and support to the staff with mandated reporting, crisis intervention and suicide prevention [PREPaRE (Prevent, Reaffirm, Evaluate, Provide, Respond, Examine)]	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Rossier Counseling contract personnel: health assistant Counselor hourly Conference Fees Materials and Supplies		
1b	Coordination and tracking of student support services. Examples: attendance, chronic absenteeism, and graduation rates	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration School Office Clerk 1	personnel: school office Clerk 1		
2	<b>School Connectedness:</b> Provide more opportunities and increased access for	May 2018- May 2019				

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)	Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	<p>Additional opportunities for students within the school day include:</p> <ol style="list-style-type: none"> <li>1.Assemblies</li> <li>2.Field trips</li> <li>3.Athletic participation</li> <li>4. Physical Education Intramurals</li> <li>5.ASB</li> </ol> <p>Additional opportunities for students outside the school day/year include:</p> <ol style="list-style-type: none"> <li>1.Boys &amp; Girls Clubs of Garden Grove Partnership</li> <li>2.Mentoring - Link Crew</li> <li>3.Community service</li> <li>4. Clubs</li> </ol>	<p>May 2018- May 2019</p> <p>Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24</p>	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials and supplies for extended learning opportunities Professional Development from external experts Conference Fees Field trip fees/transportation	1500	
3	<b>Anti-Bullying/Internet Safety:</b> Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	<p>May 2018- May 2019</p> <p>Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24</p>				

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>	Students will demonstrate continued growth in their attitude towards themselves and others.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
3a	Student support and instruction will include: 1.Assembly 2.Student and teacher-led lunchtime and after school activities 3.Outside agency support 4.Other programs	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Speaker Fees Materials and supplies		
4	<b>Substance Abuse Prevention/Asset Development:</b> Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4a	Student support and instruction will include: 1.Red Ribbon Week 2.Friday Night Live 3.MADD - Mothers Against Drunk Driving 4.PBIS 5.Informational Assemblies 6.Student and teacher led lunchtime and after school activities 7.Safe Zone Training 8.Other programs	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference fees Speaker Fees Materials and supplies		

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>		Students will demonstrate continued growth in their attitude towards themselves and others.				
WASC School Wide Learner Outcomes: Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
<b>TOTAL BUDGET PLANNING</b>					1,500	29,600

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.				
WASC School Wide Learner Outcomes: Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Welcoming Climate: Building Relationships with students, parents, and staff:</b> Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
1a	Bolsa supports parent involvement and outreach to the community through our on site community liaisons with support in both Spanish and Vietnamese.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Liaisons	Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach	19560	

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1b	School Messenger	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Liaisons	school messenger		
1c	Aeries training for parents	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Liaisons			
1d	International Week, VSA activities, and Latinos Unidos	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Liaisons			
2	<b>Parent Community Outreach:</b> Ensure that parents/guardians are provided multiple opportunities to increase involvement and engagement in student learning through a strong home-school-community partnership,. Outreach	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21		Parent Education set-aside (TI)	2,564	

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.	5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	<p>Bolsa supports parent involvement using the Parents United Group to deliver the following programs:</p> <ol style="list-style-type: none"> <li>1.40 Developmental Assets</li> <li>2. Parents United Curriculum</li> <li>3. Aeries Portal training</li> </ol> <p>District Wide Parent support and meetings are held regularly in the following areas:</p> <ol style="list-style-type: none"> <li>1.Parent Expectations &amp; Student Achievement (PESA)</li> <li>2.Community Outreach Meetings</li> <li>3. DLAC Meetings</li> </ol> <p>Bolsa hosts:</p> <ol style="list-style-type: none"> <li>4.Back to School Night</li> <li>5.Open House</li> <li>6.AVID Parent Meetings</li> </ol>	<p>May 2018- May 2019</p> <p>Review and Refine:</p> <p>5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24</p>	<p>Administration TOSA/Teachers Counselors Liaisons</p>	<p>Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach</p>		
3	<p><b>Home-School Communication:</b> 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</p>	<p>May 2018- May 2019</p> <p>Review and Refine:</p> <p>5/19- 5/20 5/20- 5/21 5/21- 5/22</p>			1723	

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	communicate with parents.	5/22- 5/23 5/23- 5/24				
3a	Bolsa uses a variety of formats to communicate information with all stakeholders such as:  1. Weekly Email newsletter 2. Aeries Parent Portal 3. School Messenger 4. School website 5. Social media - Facebook and Twitter 6. Flyers/mailings 7. Marquee 8. Student Planner 9. Google Voice 10. Remind Me	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Office Clerical staff	Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach Annual Website Fees Annual Subscription Fees Postage for mailings to parents Cost to maintain marquee Student Planner Costs	10000	
4	<b>Facilities Maintenance:</b> Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24			1500.	20,688
4a	Enhance student communication with new or improved furniture to facilitate academic dialog or discourse	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21	Administration Teachers	Materials and Supplies		

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/21- 5/22 5/22- 5/23 5/23- 5/24				
4b	Supplemental custodial supplies not covered by base to enhance facilities and overall school site	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Custodial Staff	Materials and Supplies		
4c	Buy teacher replacement chairs as needed on a rotational basis to cover deferred maintenance	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers	Materials and Supplies		
4d	Address ongoing deferred maintenance with repairs and revitalization	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Custodial Staff			



<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
5	<b>Campus Safety:</b> Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. The school has a Comprehensive School Safety Plan on file, which encompasses Goal 2B, Goal 2C, and the Emergency Operations Plan.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
5a	1. Bolsa utilizes Campus Supervisors to help ensure the safety of the school site 2. Emergency Drills are regularly practiced 3. Emergency Supplies are in every classroom in the "Red Safety" Backpacks	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors Campus Supervisors	Materials and supplies for school based programs		
6	<b>Discipline &amp; Rules:</b> Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
6a	Bolsa Grande will implement the PBIS framework to explicitly develop behaviors and expectations in and out of the classroom for students, teachers and staff. Training and support will include:	May 2018- May 2019  Review and Refine: 5/19- 5/20	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from		

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	1. PBIS Implementation Team Training 2. PBIS Site Coach Training 3. Restorative Practices Training for site lead and administration 4. Staff Training - teachers to be provided by PBIS team members via sub/release time 5. Communication to stakeholders 6. OC Wellness Training	5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		external experts Conference fees Speaker Fees Materials and supplies for school based programs		
7	<b>Partnerships:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
7a	Bolsa Grande maintains contact and involvement with the following agencies and groups: 1. Boys & Girls Clubs of Garden Grove 2. Garden Grove Police Department 3. Athletic and Performance Booster Groups 4. Alumni Association 5. Fire Department GGFD	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference fees Speaker Fees Materials and supplies for school based programs		
8	<b>Training for All Staff:</b> Provide on-site coaching, support, and training opportunities for all employees (including	MMay 2018- May 2019	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional		

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Socially and Personally Responsible

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Classified Staff	Development from external experts Conference fees Speaker Fees Materials & supplies		
<b>TOTAL BUDGET PLANNING</b>					35,347	20,688

## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>College/Career Events:</b> Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
1a	Bolsa Grande supports the college going culture and success after high school using the following program: 1. Keys for Success 2. Senior College Focus 3. College/career units with integration of CCGI 4. College Wear	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration TOSA/teachers Counselors	Materials and supplies for school based programs Teacher hourly for program support Conference Fees Subs for release time Naviance College Tracking Software		
1b	To address the CLN to improve opportunities for non A-G students Bolsa will implement the Keys for Success program as a method for college and career planning.	May 2018- May 2019  Review and Refine: 5/19- 5/20	Administration TOSA/teachers Counselors	Materials and supplies for school based programs Teacher hourly for		

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		program support Conference Fees Subs for release time Naviance College Tracking Software		
2	<b>Student Mentoring:</b> Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	College Boost program, supporting the college application, financial aid, and college selection process.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration Teachers Counselors	College Boost Staff		
3	<i>(Secondary Focus)</i> <b>College/Career Ready Students and a-g Focus:</b> Maintain a goal for all students to complete a-g	May 2018- May 2019  Review and Refine:				

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	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.	5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4	<b>(Secondary Focus) Course Rigor and Advanced Placement (AP)</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4a	1. AP Summer Institute Training 2. AP PLC	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Teachers Administration Counselors	AP Conference Fees Teacher Hourly Mileage/conference expenses		
4b	Materials and Supplies to support AP Testing	May 2018- May 2019  Review and Refine:	Teachers Administration Counselors	Materials and supplies		

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
4c	Extended Learning Opportunities (ELO) AP Test Prep	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Teachers Administration Counselors	Materials and supplies	3,732	
5	<i>(Secondary Focus)</i> <b>College Entrance and Readiness:</b> 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.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
5a	Bolsa supports students with fee waivers and prep classes for both the SAT and ACT starting their Junior year. All students take the PSAT in their 10th and 11th	May 2018- May 2019  Review and Refine:	Administration TOSA/Teachers Counselors	PSAT fees SAT/ACT Prep Class Fees		

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	grade year to begin preparation for these tests.	5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24		Materials and supplies to implement school based program Conference Fees Subs for release time		
<b>TOTAL BUDGET PLANNING</b>					3,732	

<b>SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 2A)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	<b>Student Tracker:</b> Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.	May 2018- May 2019  Review and Refine: 5/19- 5/20				



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

WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 2A)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2	<b>College Career Pathways/Options:</b> Provide opportunities for student to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2a	To further address student's needs in STEM along with "Project Lead the Way" and Project Design 1& 2 and Intro to Engineering courses, Bolsa will allocate funds to A-G courses that will provide students with an introduction to engineering. This will also address the CLN for opportunities for college and career exploration for University and Community College bound students.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration ROP Director/Administrator Counselors Teachers/TOSA	Teacher hourly Conference Fees Materials and supplies to implement school based program Subs for release time	ROP MONIES	
2b	In an effort to support VAPA programs, Bolsa will provide additional materials and supplies to enhance student performances.	May 2018- May 2019  Review and Refine: 5/19- 5/20	Administration Teachers	Materials and supplies		

<b>SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 2A)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
		5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
2c	In an effort to build a "Teacher Pathway" Bolsa will offer education development in the Fall of 2017. Students will be introduced to hands-on field work in a local GGUSD. This will also address the CLN for opportunities for college and career exploration for University and Community College bound students school.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24	Administration ROP Director/Administrator Counselors Teachers/TOSA			
3	<b>Alumni Engagement:</b> Provide opportunities for alumni engagement and alumni outreach.	May 2018- May 2019  Review and Refine: 5/19- 5/20 5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
3a	In an effort to stay connected to our Bolsa community after graduation, outreach is planned using the following formats: 1. AVID alumni visits	May 2018- May 2019  Review and Refine: 5/19- 5/20	Administrators Counselors TOSA/Teachers Office clerk/staff	Annual Website Fees Materials and supplies to implement school based program		

<b>SCHOOL GOAL 3B:</b> <b>COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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WASC School Wide Learner Outcomes: Academically Proficient, Socially and Personally Responsible, Technologically Proficient, Skilled Communicators, Critical Thinkers  
WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 2A)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	2. Website link to alumni database 3. Teachers tap into alumni network	5/20- 5/21 5/21- 5/22 5/22- 5/23 5/23- 5/24				
<b>TOTAL BUDGET PLANNING</b>						

## Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	181,055.06
SITE-LCFF	260,914
<b>Total</b>	<b>441,969.06</b>

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	
<b>Total</b>	

SCHOOL GOAL 1C	
TITLE I	187,717
SITE-LCFF	125,548
<b>Total</b>	<b>313,265</b>

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	
<b>Total</b>	

SCHOOL GOAL 2B	
TITLE I	1,500
SITE-LCFF	29,600
<b>Total</b>	<b>31,100</b>

SCHOOL GOAL 2C	
TITLE I	35,347
SITE-LCFF	20,688
<b>Total</b>	<b>56,035</b>

SCHOOL GOAL 3A	
TITLE I	3,732
SITE-LCFF	
<b>Total</b>	<b>3,732</b>

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
<b>Total</b>	

Total Allocation	
TITLE I	409351.06 Includes Extended Day Allocation of \$66798
SITE-LCFF	436,750

Total Expenditures	
TITLE I	409,351.06
SITE-LCFF	436,750

Balance	
TITLE I	0
SITE-LCFF	0



## School Parental Involvement Policy: 2018-19

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

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

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

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

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

- The schedule of parent meetings and parent education opportunities are disseminated to parent through data confirmation, schoolmessenger, peach jar, and the school website. Copies of meetings and times can also be found in the office. Parent meetings are held on a monthly basis and review topics such as parent portal, A-G requirements, scholarly habits, bullying, internet safety, drugs, gangs, mental well-being, and positive parent. Parent meetings are held in the morning and at night in order to accommodate a variety of schedules. Please see uploaded calendar of events.

#### **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 distributes the policy beginning with the data confirmation in the spring. Parents are also made aware of the policy through peach jar (located on the website), surveys, parent meetings, School Site Council meetings, and ELAC meetings. BGHS has hired two additional community liaisons for a total of four part-time community liaisons in order to provide effective communications with all stakeholders. Spanish and Vietnamese translators attend parent meetings and utilize headsets for translation. The school also will provide translation in additional languages such as ASL and Korean on an as needed basis.

### **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.
- Parents are invited to participate in special program, such as Parents United, SSC, and ELAC.
- Community Liaisons facilitate parent education in three different languages. See Parents United document for topics, dates, and times.

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

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

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

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

- Parents and students are provided with course syllabi at the beginning of the school year in order to communicate information about curriculum, assessment, and course expectations.
- Teachers also provide additional information regarding state academic content standards, assessments, and curriculum materials online (e.g. school website, Google Classroom, Haiku).
- Parents and students are informed about our schoolwide tutoring services via school messenger, teachers, and the guidance office.
- In order to help parents improve their children's achievement, BGHS offers a variety of Parent Informational Nights (e.g. College Night, PSATs, FAFSA).

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

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

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

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

Through the wasc process parents are also given the opportunity to join focus groups as part of the our self-study.

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

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

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

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

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

## **SCHOOL-PARENT COMPACT**

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

- **The school's responsibility to provide high-quality curriculum and instruction**
- **The ways parents will be responsible for supporting their children's learning**
- **The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student**

progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Upload a copy of the compact to DTS.]



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

TITLE I	DIRECT CATEGORICAL SUPPORT SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED – APPROVAL NOT REQUIRED
	<p>Teachers on Special Assignment (TOSAs) provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include:</p> <ul style="list-style-type: none"> <li>• Literacy development across the curriculum</li> <li>• Instructional strategies in mathematics</li> <li>• Language acquisition for English learners</li> <li>• Content area strategies</li> <li>• Intensive intervention</li> <li>• Scholarly habits and motivation</li> </ul>
	<p>Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:</p> <ul style="list-style-type: none"> <li>• Providing professional development opportunities in parent education programs</li> <li>• Serving as a link to parent and community resources</li> <li>• Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites</li> <li>• Coordinating parent education and community outreach meetings</li> </ul>
	Supplemental transportation to after-school program for at-risk students.
	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.

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



## SECTION C: OVERVIEW OF CATEGORICAL SERVICES

### DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and determination of needs. TOSAs assist each school with staff development. This assistance may include helping determine what sessions are needed, finding resources to provide in-services, and/or conducting in-service sessions such as co-planning and co-teaching. Staff development may be scheduled after school, as a release day at the local school, or at the district office with other schools. Staff development topics include: implementation of standards-based instructional strategies, literacy development across the curriculum, mathematics, language acquisition for English Learners, other content area strategies, Systematic English Language Development (ELD), Constructing Meaning, training, and other supplemental Specially Designed Academic Instruction in English (SDAIE).
- School Testing Assistants work with school personnel to schedule and perform student skills testing at schools.
- Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to teachers, administrators, and support staff. The activities of the Parent and Community Outreach include (1) Providing professional development opportunities in parent education programs, (2) Serving as a link to parent and community resources, (3) Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites, and (4) Coordinating parent education and community outreach meetings.
- Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12 and other self-regulatory programs.
- The Boys & Girls Clubs of Garden Grove provides after school programs (ASES and ASSETs) and Mc-Kinney-Vento services.
- Title I funds are utilized to support the 10<sup>th</sup> and 11<sup>th</sup> 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	<b>Site – Local Control Funding Formula (LCFF)</b> <u>Purpose:</u> Support high need students, low Income, English Learners, foster and homeless youth.	\$-	FEDERALLY FUNDED PROGRAMS	<b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	X
	<b>After School Education and Safety Grant (ASES)</b> <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
<b>21st Century After School Safety and Enrichment for Teens (ASSETS) OR CLCC</b> <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$240,000	<b>Title III, Part A: Immigrant Students</b> <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.		X	
FEDERALLY FUNDED PROGRAMS	<b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			
	<b>Title I, Part A: Targeted Assistance Program (TAS)</b> <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			
	<b>Title I, Part A: Program Improvement (PI)</b> <u>Purpose:</u> Assist Title I schools that have failed to meet targets for one or more identified student groups.	\$344,390			

**SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT**

**Bolsa Grande High School**

State Object Expenditure (4400 or 6400 or 6200 WAN) <b>(A)</b>	Description of item expenditure <b>(B)</b>	Funding Source (Title I) <b>(C)</b>	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) <b>(D)</b>		Quantity <b>(E)</b>	Total Cost <b>(F)</b>
			Goal Area	Action Step Category		
				School Date Books		
5800	Library Software	Title I	1C	3	3	9,080
4400	Chromebook Printer	Title I	1C	2	4	1,287.36
4400	Chromebook Cart	Title I	1C	2	4	12,209.37
	Copy Machine	Title I	1A	4	1	550.00
	Office Supplies	Title I	1A	4	1	10,000
4400	Interactive Projectors	Title I	1C	2	12	19,249.03
	Science Lab materials and equipment	Title I	1A	4	275	11,500
	Turnitin.com	Title I	3 A-B	2	1	6,000
	Website	Title I	1C	2	1	4,200
4400	Chromebooks	Title I	1C	2	462	125,997.38
4400	Laptops	Title I	1C	2	5	8000.00

**SECTION D: CATEGORICAL PERSONNEL**

<b>Title of Position (Currently in place)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for categorical positions</b>
SCL WKR BIL SP	43.75%	1	XTitle I	Site LCFF	2C (2)
SCH TESTING AST	32.82%	1	Title I	XSite LCFF	1A (6)
School Office Clerk 1	43.75%	1	Title I	XSite LCFF	2C (1)
Health Asst.	43.75%	1	Title I	XSite LCFF	2B (1)
SCL BIL VIET	43.75%	2	Title I	XSite LCFF	2C (2)
Teacher	20%	3	Title I	XSite LCFF	1A (5)
Teacher	60%	1	Title I	XSite LCFF	1A (5)
Teacher	100%	1	Title I	XSite LCFF	1A (5)
			Title I	Site LCFF	
			Title I	Site LCFF	

<b>Title of Position (Possible requests)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for Title I funded positions</b>
Instructional Aide-Viet	43.75%	1	Title I	XSite LCFF	1A (5)
			Title I	XSite 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.**


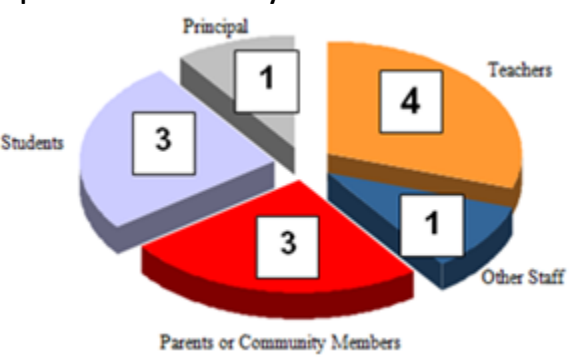
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for **3 years**.

### Bolsa Grande High School

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

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

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

<p><b>Composition of an Elementary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Elementary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Parents or Community Members</td> <td>5</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> </tbody> </table> <p><b>Composition of a Secondary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Secondary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>3</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>4</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> <tr> <td>Parents or Community Members</td> <td>3</td> </tr> </tbody> </table>	Category	Number of Members	Parents or Community Members	5	Principal	1	Teachers	3	Other Staff	1	Category	Number of Members	Students	3	Principal	1	Teachers	4	Other Staff	1	Parents or Community Members	3	<p><b>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.</b></p> <p><b>a. Peer selection process:</b> The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:</p> <ol style="list-style-type: none"> <li>1. <u>Ballot By Mail:</u> In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots.</li> <li>2. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.</li> </ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b></p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"> <li>1. Mid-year elections may be held.</li> <li>2. Members are replaced using a peer selection process.</li> <li>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.</li> </ol>
Category	Number of Members																						
Parents or Community Members	5																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Category	Number of Members																						
Students	3																						
Principal	1																						
Teachers	4																						
Other Staff	1																						
Parents or Community Members	3																						





**Bolsa Grande High School**  
**SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**

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

**MINIMUM SECONDARY COMPOSITION**

<b>STAFF MEMBERS (6)</b>	
	<b>Principal</b>
1.	Louise Milner
	<b>Teachers</b>
2.	Dave Doser
3.	Nikole Terflinger
4.	Jennifer Doan
5.	Stacy Johnson
	<b>Other Staff</b>
6.	Lori Piper

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Tien Dam
2.	Myphuong Truong
3.	Thu Vo
	<b>Students</b>
4.	Steven Le
5.	Haider Rana
6.	Carolina Sanchez

**NOMINATION PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW WERE NOMINATIONS MADE?</b>	<b>DATE</b>
1. <b>Teachers</b>	XNomination Ballot or Verbal at meeting	9/21/2017
2. <b>Other Staff</b>	XNomination Ballot or Verbal at meeting	10/2016
3. <b>Parents</b>	XNomination Ballot or Verbal at meeting	6/2017

**VOTING PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW DID VOTING OCCUR?</b>	<b>DATE</b>
1. <b>Teachers</b>	X Voting ballot Ballot or Hand Vote and Tally	10/4/2017
2. <b>Other Staff</b>	X Voting ballot Ballot or Hand Vote and Tally	11/15/2016
3. <b>Parents</b>	X Voting ballot Ballot or Hand Vote and Tally	10/11/2017

**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.

### Bolsa Grande High School

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

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

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

<p><b>Composition of English Learner Advisory Committee</b></p> <p><b>COMPOSITION REQUIREMENTS</b></p> <p>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</p>	<p><b>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</b></p> <p><b>a. Voting Process by parents of English learners:</b> An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include:</p> <ol style="list-style-type: none"><li>1. <b>Ballot By Mail:</b> 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.</li><li>2. <b>Voice Vote:</b> 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.</li><li>3. <b>Back To School Night Election:</b> 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.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b></p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>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.</li></ol>
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**Bolsa Grande High School**  
**SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER**

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

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Dave Doser
2.	Nikole Terflinger
3.	Jernnifer Doan
4.	Beth Gonzalez
5.	Lori Piper
6.	

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Diana Cortez	Abraham Ayala
2.	Hoang-Yen Jenny Nguyen	Brian Tra
3.	Martha Rodriguez	Alberto Rodriguez
4.	Sara Monge	Milca Monge
5.	Jackie Doan	Jonathan Le
6.	Concepcion Santiago	Brisa Santiago

There is no guidance to dictate the size of the committee. Recommended minimum size: 5 parents of ELs

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of ELs serving on ELAC	≥	% of EL students at the school
3	÷	6	=	50	≥	28

\* 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)
Sara Monge and Jackie Doan

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
September 12, 2017

HOW WERE NOMINATIONS MADE?	DATE	HOW DID VOTING OCCUR?	DATE
Check One: XNomination Ballot or Verbal at Meeting	9/12/17	Check One: XVoting Ballot or Hand Vote & Tally	10/11/17

## SECTION F: PLAN APPROVAL PAGE

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

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

**This school plan was adopted by the school site council at a public meeting on: May 16, 2019**









*Attested:*

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Louise Milner		May 23, 2018
President	Dave Doser		May 23, 2018

**SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS**

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Vice President	Nikole Terflinger		May 23, 2018
Secretary	Lori Piper		May 23, 2018
Teacher	Jennifer Doan		May 23, 2018
Teacher	Stacy Johnson		May 23, 2018
Student	Steven Le		May 23, 2018
Student	Haider Rana		May 23, 2018
Student	Carolina Sanchez		May 23, 2018
Parent	Tien Dam		May 23, 2018
Parent	Myphung Truong		May 23, 2018
Parent	Thu Vo		May 23, 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.

<b>SCHOOL SITE COUNCIL</b>	Typed Name of Chairperson	Signature	Date
	Dave Doser		May 23, 2018
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Sara Monge & Jackie Doan		May 23, 2018
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Lori Piper		May 23, 2018
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Louise Milner		May 23, 2018