Submittal Page

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

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

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

2018-2019
School Plan for Student Achievement
For

Garden Park Elementary School

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

SSC Approved: 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: XNot receiving Title I
Complete Sections A-F

Schoolwide Title I
Complete Sections A-F

Targeted Assistance Title I
Complete Sections A-F

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

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

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

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

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

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

(3) District Goal Statements

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

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

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

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

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

SECTION B

School Parental Involvement Policy (SPIP)

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

COMMON PAGES (Sections C through F)

SECTION C

Centralized Services and Support for Planned Improvement in Student Performance
- Identify direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school

SECTION D

Budget Information
Programs Included In This Plan
- Identify the state and federal categorical programs in which the school participates and, when applicable, allocations to the school

Capital Outlay and Equipment & Site-LCFF Expenditures
- Describes funding source and justification for capital outlay expenditures

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

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

SECTION E

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

SECTION F

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS	PROCEDURES FOR MID-YEAR REVISIONS
• A major service or activity proves ineffective, and students are at risk. • Material changes occur that affect the academic programs. • Staff, equipment, or materials essential to the plan cannot be procured. • School boundaries or demographics suddenly change. An activity is found to be non-compliant with state or federal law. • A planned activity is not supported by staff, parents, or students.	• Revise the plan, as needed • If revising Capital Outlay, use the Capital Outlay Plan Modification Form • SSC approves revision • Send modification form and minutes of SSC meeting showing approval of revision to K-12 Educational Services

PROGRAM IMPROVEMENT REQUIREMENTS

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

Required PI Plan Elements	Section(s) addressed in Plan
1. Evidence-based Research – Strategies based on scientifically-based research that will strengthen the core academic subjects in school and address the specific academic issues that caused the school to be identified for PI.	Section A (4)
2. Successful Policies and Practices – Adoption of policies and practices concerning the schools core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Section A (4)
3. Professional Development (PD) A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	Section A (4) and D
PD meets requirements for qualifications of teachers and paraprofessionals.	Section A (4)
PD affords increased opportunity for participation.	Section A (4)
PD directly addresses the academic achievement problem that caused the school to be identified for PI.	Section A (4)
4. How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
5. Description of **Specific, Annual Measurable Objectives** – Developed for each of the student subgroups and in accordance with the state's measure of AYP.	Section A (1)
6. Shared Responsibility for Improvement – Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	Section A Section C
7. Parent Involvement – Strategies to promote effective parental involvement.	Section B
8. Extended Learning – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (4)
9. Incorporation of a Teacher Mentoring Program – Support for teachers and Induction Program	Section A(4) & C

To be included with SPSA for Title I PI Schools

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						25			50			25			
1	29	***	67	29		17	29		17	14					
2				100	25	***		75							
3		***	33	60		17	40	***	33			17			
4		20	***		60	***	***	20							
5	50		20			40	50	***	40						
6			***	***	***				***						
Total	18	22	33	45	39	30	32	39	30	5		7			

CELDT (All Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				20		22	20	14	22	20	57	44	40	29	11
1	29	***	67	29		17	29		17	14					
2				100	25	***		75							
3		***	29	50		14	50	***	29			14			14
4		20	***		60	***	***	20							
5	50		20			40	50	***	40						
6			***	***	***				***						
Total	14	16	27	39	28	27	32	32	24	7	16	15	7	8	6

"Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)"

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	42	34	38	40	34	38	40	34	38	95.2	100	100
Grade 4	31	40	31	31	36	31	31	36	31	100.0	90	100
Grade 5	42	34	36	38	34	34	38	34	34	90.5	100	94.4
Grade 6	29	45	35	27	42	35	27	42	35	93.1	93.3	100
All Grades	144	153	140	136	146	138	136	146	138	94.4	95.4	98.6

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	2430.8	2452.3	2459.4	15	35	44.74	40	26	23.68	33	26	15.79	13	12	15.79
Grade 4	2479.1	2482.8	2500.5	26	25	35.48	35	28	35.48	16	28	16.13	23	19	12.90
Grade 5	2554.5	2515.6	2536.9	42	21	23.53	29	32	50.00	21	24	14.71	8	24	11.76
Grade 6	2563.6	2580.7	2571.2	26	33	28.57	52	33	48.57	15	29	14.29	7	5	8.57
All Grades	N/A	N/A	N/A	27	29	33.33	38	30	39.13	22	27	15.22	13	14	12.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	26	28.95	45	47	52.63	28	26	18.42
Grade 4	26	22	38.71	55	61	48.39	19	17	12.90
Grade 5	42	21	29.41	39	47	58.82	18	32	11.76
Grade 6	30	33	34.29	63	48	51.43	7	19	14.29
All Grades	32	26	32.61	49	51	52.90	19	23	14.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	26	42.11	63	62	42.11	20	12	15.79
Grade 4	26	28	16.13	52	58	70.97	23	14	12.90
Grade 5	42	24	29.41	47	56	55.88	11	21	14.71
Grade 6	26	50	40.00	67	36	51.43	7	14	8.57
All Grades	28	33	32.61	57	52	54.35	15	15	13.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	15	26.32	85	79	68.42	10	6	5.26
Grade 4	23	22	16.13	68	69	77.42	10	8	6.45
Grade 5	24	24	44.12	68	62	50.00	8	15	5.88
Grade 6	19	33	25.71	78	62	71.43	4	5	2.86
All Grades	17	24	28.26	75	68	66.67	8	8	5.07

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	38	50.00	55	53	34.21	23	9	15.79
Grade 4	6	17	38.71	58	64	51.61	16	19	9.68
Grade 5	53	26	41.18	42	65	44.12	5	9	14.71
Grade 6	41	48	40.00	56	50	51.43	4	2	8.57
All Grades	31	33	42.75	52	58	44.93	13	10	12.32

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	34	38	40	34	38	40	34	38	95.2	100	100
Grade 4	31	40	31	31	36	31	31	36	31	100.0	90	100
Grade 5	42	34	36	36	34	35	36	34	35	85.7	97.1	97.2
Grade 6	29	45	35	27	42	35	27	42	35	93.1	93.3	100
All Grades	144	153	140	134	146	139	134	146	139	93.1	94.8	99.3

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2445.9	2454.2	2451.4	18	26	21.05	43	35	44.74	33	32	21.05	8	6	13.16
Grade 4	2480.2	2477.3	2474.3	19	14	9.68	35	31	32.26	32	39	48.39	13	17	9.68
Grade 5	2536.2	2496.0	2513.8	33	21	14.29	19	15	31.43	33	35	40.00	14	29	14.29
Grade 6	2569.7	2585.7	2542.2	19	38	20.00	41	26	25.71	37	33	34.29	4	2	20.00
All Grades	N/A	N/A	N/A	22	25	16.55	34	27	33.81	34	35	35.25	10	13	14.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	25	41	42.11	53	44	42.11	23	15	15.79
Grade 4	29	19	9.68	35	44	67.74	35	36	22.58
Grade 5	42	18	14.29	28	29	48.57	31	53	37.14
Grade 6	37	52	28.57	44	31	34.29	19	17	37.14
All Grades	33	34	24.46	40	37	47.48	27	29	28.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	23	12	28.95	63	79	55.26	15	9	15.79
Grade 4	13	22	16.13	48	64	64.52	39	14	19.35
Grade 5	39	21	17.14	44	41	60.00	17	38	22.86
Grade 6	30	38	22.86	52	48	48.57	19	14	28.57
All Grades	26	24	21.58	52	58	56.83	22	18	21.58

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**
Grade 3	28	35	34.21	63	62	52.63	10	3	13.16
Grade 4	19	28	22.58	68	47	54.84	13	25	22.58
Grade 5	31	21	22.86	53	44	62.86	17	35	14.29
Grade 6	22	38	28.57	70	52	48.57	7	10	22.86
All Grades	25	31	27.34	63	51	54.68	12	18	17.99

District and School Overview

The data contained in this Data Analysis Tool have been compiled using a range of various sources:
California Department of Education's DataQuest files, Aeries, GGUSD Strategic Plan surveys, California State University's Early Assessment Program files,
College Board Integrated Summary Reports, and National Student Clearinghouse's Student Tracker program.

		DISTRICT						SCHOOL					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrollment	Overall	47,599	46,936	46,177	45,252	44,223	43,163	232	241	257	258	258	258
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	DataQuest Enrollment Data (for school level, by grade)					
	Intermediate	7,512	7,506	7,113	7,157	7,050	6,906						
	High School	15,143	14,881	14,810	14,535	14,369	14,244						
Ethnicity	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	23.3%	28.6%	32.3%	32.6%	34.9%	34.50%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	2%	2.1%	0.4%	0.4%	%	%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	15.1%	17.4%	13.6%	14.7%	15.5%	15.89%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.7%	1.2%	1.2%	0.8%	0.4%	%
	Filipino	1.2%	1.2%	1.1%	1.%	1.2%	1.2%	0.4%	2.1%	2.3%	3.5%	2.3%	1.94%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	1.3%	1.7%	1.6%	1.6%	1.2%	1.16%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	43.5%	46.5%	45.5%	45.7%	43.8%	43.41%
	Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	13.8%	0.4%	3.1%	0.4%	1.2%	1.94%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	11%	10%	11%	10%	12.4%	7.8%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		25.4%	33.2%	30.4%	25.2%	27.5%	32.2%

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

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.							
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
State standardized assessments* (See State Data Tables for additional details and disaggregated reports)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 49% ES (6) 49% IS (8) 54% HS (11) 62%	Overall 55% ES (6) 56% IS (8) 58% HS (11) 66%	Overall 58% ES (6) 59% IS (8) 59% HS (11) 67%	65%	59%	72.46%
	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%	56%	52%	50.36%
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 43% ES 26% IS 62% HS 60%	Overall 39% ES 23% IS 61% HS 64%	Overall 56% ES 53% IS 60% HS 59%	40%	25.6%	66.3%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 40% ES 40% IS 46% HS 38%	Overall 38% ES 40% IS 33% HS 33%	Overall 52% ES 57% IS 60% HS 43%	43%	47.9%	57.8%
Grades/Report Cards	The average GPA for all students ⓘ		maintain/ improve	IS 2.94 HS 2.74	IS 2.95 HS 2.80	IS 2.95 HS 2.80	2.94	2.94	3.19
	D/F Rate ⓘ (All courses, Spring Semester 2015)	Ds	improve	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	7.0%	7.61%	5.07%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	4.1%	6.0%	0.72%
Other Data								

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

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.							
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
State Standardized Assessments (English learner (EL) subgroup)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 17% ES (6) 18% IS (8) 14% HS (11) 15%	Overall 20% ES (6) 25% IS (8) 15% HS (11) 19%	Overall 20% ES (6) 23% IS (8) 16% HS (11) 21%	36%	33%	46.66%
	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%	55%	58%	46.67%
CELDT and AMAOs* (See State Data Tables for additional details and disaggregated reports)	CELDT Criterion For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.	improve	**45%**	**48%**	**50%**	77.3%	66.7%	52%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	3/12.0%	4/14.3%	3/12.0%
District Assessments (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	Overall 15% ES 10% IS 28% HS 25%	Overall 13% ES 8% IS 28% HS 24%	Overall 22% ES 23% IS 25% HS 20%	38%	13.1%	28.6%
	Percent of students at or above proficient on district benchmarks in Math	improve	Overall 27% ES 30% IS 19% HS 21%	Overall 27% ES 30% IS 12% HS 22%	Overall 43% ES 51% IS 33% HS 28%	35%	41.1%	56.0%
Grades/Report Cards (EL subgroup)	The average GPA for English Learners ⓘ	improve	IS 2.47 HS 2.18	IS 2.48 HS 2.25	IS 2.52 HS 2.29	2.47	2.35	N/A

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.								

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
D/F Rate for English Learners ⓘ (All courses, Spring Semester 2015)		Ds	improve	IS 13.37% HS 15.03%	IS 12.79% HS 14.5%	IS 12.19% HS 14.46%	10.4%	14.76%	N/A
		Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	8.9%	8.97%	N/A
Other Data									

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) NOTE: There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.	Self-Management/Self-Regulation	≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	3.40/94%	3.97/94.98%	4.08/96.30%
	Scholarly Habits	≥ 3.0	ES 3.16/83% IS 2.90/73% HS 2.79/69%	ES 3.78/92% IS 3.72/89% HS 3.58/87%	ES 4.08/93% IS 3.75/89% HS 3.62/88%	3.25/87%	4.03/92.00%	4.18/95.99%
Work Habits	Work Habits	≥ 3.0	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.21	3.05	3.37
Other Data								

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

GOAL 1 Data Review

As you review your Goal 1 data, consider your school's performance relative to the districtwide averages and previous year performance. These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	For 2016-2017, the percentage of students who met or exceeded standards in English Language Arts and Math were overall higher than the district average. 72.46% of all students met or exceeded grade level ELA standards, and 52.36% met or exceeded grade level standard in math. In ELA this is an increase from 2015-16, which was 59% of the students met or exceeded gradel level standards., which is a gain of 13.46% points. Our EL subgroups gained by 13.66% in ELA between 2015-16 and 2016-17. The data shows that we continue to maintain in the number of students redesignated to Fluent English Proficient (FEP). Equally impressive, the percent of students in our EL subgroups scoring at or above proficiency on the Math benchmark has increased from 41.1% in 2015-16 to 56.0% in 2016-17, and in ELA the percent of students in the EL subgroup scoring at or above proficiency on district benchmarks in ELA increased from 13.1% in 2015-16 to 28.6% in 2016-2017. When looking at the strands within CAASPP, results show that students continue to improve in the area of "Producing clear and purposeful writing" as well as Research/Inquiry skills in ELA. Based on the Annual Strategic Plan Student Survey results from 2016-17, we continue to have strong results in Self Regulation/Management, Scholarly Habits and Work Habits, showing an overall percentage increase in all these areas, and we are above the district average as well.
Which prior year action steps have contributed to these areas of strength?	Multiple action steps have contributed to these areas of strength: 1) Teachers' consistent implementation of an effective instructional delivery model, instructional strategies, resources and classroom routines to support all students toward meeting academic goals. This includes use of "Wonders" curriculum materials that are aligned to state standards, and following the pacing. Teachers have expressed a comfort level with the Wonders core materials now that they have become familiar with it., 2) Use of Pearson Envision math program, Irvine Math Project (IMP) conceptual lessons, 3) Conceptual math materials and manipulatives purchased to support math instruction, 4) ELD/ALD instruction, 5) Small Group Reading Instruction (SGRI), 6) ILT and collaborative planning allowing for more in-depth discussions and planning 7) Emphasis on Growth Mindset, 8) Moving from using Lucy Calkins for teaching writing to finding a balance oby using the writing components of Wonders, 8) Implementation of Wonders Inquiry Space/Text Connections through the use of technology, and an overall increase in technology to support student learning and classroom instruction, 9) Effective and timely opportunities for intervention in math and/or ELA before or after school in a small group setting for students experiencing difficulty, 10) a focus on computational fluency using Number Talks and various mathematical fluency practices, 11) Use of GATE Instructional materials and design, 12) Teachers participation in professional development as it pertains to ELA, Math, GATE, technology, and other content areas, 13) Use of multiple types of assessments to measure achievement and use of data to inform instruction, 14) Use of technology to enhance instruction and student learning, 15) a year long focus on scholarly habits.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Based on the data there was a slight decrease in the percentage of students meeting or exceeding standards in math on state testing (52% in 2015-2016 and 50.36% in 2016-17). For the last three years we continue to be in the 50% range in math proficiency on state test results. Although we increased by 10% percentage points in the number of students at or above proficiency on trimester 3 district benchmark in math in 2016-17 (57.8% as opposed to 47.9% the year before), we recognize that math continues to be an area of needed growth here at Garden Park. There is a need to support students in moving from oral academic math discourse to written discourse in math (ability to explain in writing how they solved a problem). In the area of English Learners, the CELDT criterion shows that only 52% of our English Learners given the CELDT test had an overall score for each domain (listening, speaking, reading and writing) at Intermediate or higher (Early Advanced or higher in K-1). So although we are maintaining the number of EL's reclassified, our results show that there is an area of need to support our

	EL's in each domain.
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.)	The Instructional Leadership (ILT) team has met monthly this year with 1/2 day sub release time and two full-day ILT days with an emphasis on looking at math data, PDAR lesson studies, math instruction and English Language Arts. Various strategies are now being implemented, and will continue to be implemented next year to support mathematical understanding and academic discourse. These include strategic math partnering, universal prompts, sentence frames, performance tasks, assessment review, "3 reads" to better understand a word problem, transferring skills from IMP to algorithm, and continued exposure and practice of other various math strategies being introduced to students. Teachers will continue to collaborate on Wednesdays during ILT Collaboration and Grade-level Collaboration to focus on lesson studies, planning, analysis and reflection of effective instructional delivery as it relates to student learning outcomes in the areas of math as well as ELA, and other important topics related to curriculum, instructional delivery, and student learning outcomes. To support RSP students WonderWorks will be supplied by the district at every grade level so that the RSP teacher can focus on the goals as they relate to Sp.Ed. students. An emphasis on Wonders ELD program will continued to be utilized during the targeted 30 minute ELD block for our English Learners and Small Group Reading Instruction for all students. If needed, supplemental materials, supplies and technology to support math and ELA will be purchased . Teachers will continue to collaborate on identifying Essential Standards by school site and grade level. Professional Development opportunities will be made available to teachers during school hours, through ILT Collaboration, and after school as well (Strategy Academy, Writing Institute, Science Institute, Reading Institute, GATE PD, lesson studies, Special Education training, Super Week, etc...) . A 3 hour Instructional Aide will continue to be used in Kindergarten to support student needs and student achievement. Extended learning opportunities, including Intervention and/or Enrichment, will be made available to students needing extra support or extended learning. We will continue to focus on the use of technology to support classroom instruction and inquiry in order to build critical thinking skills. Additionally, we will continue to focus school wide on Growth Mindset, Scholarly Habits, and Glorious Geckos. Recognizing the importance of Parent Education and Family Education nights, we will host Family Reading Night, Family Math Night, Scholarly Habits and Growth Mindset Night, and Family Engineering Night.
Other Key Findings: What does your overall data show regarding progress towards goals?	

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
Attendance Rates*	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	96.66%	96.53%	96.12%	96.38%
	Chronic Absenteeism Rate	CDE/Dashboard Method: For students enrolled at least 30 days, absent 10% or more on days of expected attendance at that school	Improve	N/A	N/A	N/A	7.4%	N/A	N/A	N/A	4.60%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance		5.0%	7.0%	6.0%	N/A	6.00%	6.00%	7.00%	N/A
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	23.53%	17.65%	21.40%	N/A
Dropout Rates*	Middle School Dropout Rate (dropouts/enrollment) District Data Only	Grade 7	Improve	17/3645 0.5%	38/3794 1.0%	18/3646 0.5%	N/A	N/A	N/A	N/A	N/A
		Grade 8	Improve	11/3718 0.3%	16/3861 0.4%	6/3511 0.2%	N/A	N/A	N/A	N/A	N/A
	High School Dropout Rate	Cohorts dropout rate	Improve	9.1%	8.0%	6.2%	N/A	3.20%	1.40%	4.80%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.00%	4.00%	1.10%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	95.10%	97.10%	94.00%	N/A
Work Habits	Work Habits		≥ 3.0	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	Overall 3.22 IS 3.31 HS 3.18	Overall 3.23 IS 3.32 HS 3.14	3.17	3.21	3.29	3.37

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
Citizenship Grades	Citizenship	≥ 3.0	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.37	3.40	3.50	3.41
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) NOTE: There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.	Growth Mindset	≥ 3.0	N/A	ES 3.17/78% IS 3.07/77% HS 2.94/73%	ES 3.84/82% IS 3.82/85% HS 3.58/83%	ES 3.67/84% IS 3.77/83% HS 3.63/76%	N/A	3.21/80%	4.06/88.01%	4.25/90.94%
	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	3.39/92%	4.28/95.56%	4.37/97.20%
	Expectations	≥ 3.0		ES 3.40/91% IS 3.20/89% HS 3.11/88%	ES 4.36/97% IS 4.09/96% HS 3.94/95%	ES 4.41/97% IS 4.10/96% HS 3.96/95%	N/A	3.49/95%	4.37/97.33%	4.47/97.52%
Other Data										

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) NOTE: There was a change in response scale from high of 4 to high of 5. Refer to	Social Awareness	≥ 3.0	ES 3.09/83% IS 2.92/77% HS 2.98/81%	ES 4.06/80% IS 3.98/75% HS 3.96/74%	ES 4.11/94% IS 4.01/94% HS 4.01/94%	3.16/87%	4.17/94.77%	4.29/95.65%
	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%	3.03/72%	4.17/91.78%	4.38/95.92%
	Sense of Belonging & School Connectedness	≥ 3.0	ES 3.29/84% IS 3.00/80% HS 2.87/76%	ES 4.19/81% IS 3.84/65% HS 3.68/56%	ES 4.18/93% IS 3.81/90% HS 3.67/88%	3.41/88%	4.09/92.43%	4.19/92.37%

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING		Students will demonstrate continued growth in their attitude towards themselves and others.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
"Two-Year Report" for review of individual items.								
Citizenship	Citizenship	≥ 3.0	Overall 3.37 IS 3.49 HS 3.32	Overall 3.46 IS 3.54 HS 3.41	Overall 3.45 IS 3.53 HS 3.41	3.40	3.50	3.41
Other Data								

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

SCHOOL GOAL 2C: CLIMATE			Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
				2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Annual Survey (Grades 3-12)* (Described as a composite scores by domain & percent of favorable responses) <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%	3.43/92%	4.10/92.82%	4.29/95.60%
	Discipline & Norms		≥ 3.0	ES 2.77/63% IS 2.71/64% HS 2.65/62%	ES 3.60/82% IS 3.50/84% HS 3.38/82%I	ES 3.60/82% IS 3.52/84% HS 3.43/83%	2.82/69%	3.56/82.44%	3.54/82.95%
	Safety	Feeling safe at school	≥ 3.0	ES 3.45/91% IS 3.00/80% HS 2.91/79%	ES 4.04/90% IS 3.74/90% HS 3.60/89%	ES 4.05/91% IS 3.69/89% HS 3.56/88%	3.39/89%	4.05/92.00%	4.14/92.37%
		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%	2.60/59%	3.05/86.00%	3.86/87.02%
	Facilities Maintenance	Clean	≥ 3.0	ES 2.79/68% IS 2.64/62% HS 2.52/57%	ES 3.29/76% IS 3.22/79% HS 3.00/71%	ES 3.32/77% IS 3.28/80% HS 3.06/73%	3.11/84%	3.97/92.00%	3.71/92.31%
		Well-maintained	≥ 3.0	ES 3.17/85% IS 2.88/76% HS 2.67/66%	ES 3.31/79% IS 3.35/84% HS 3.12/75%	ES 3.38/80% IS 3.43/86% HS 3.03/72%	3.29/89%	3.58/86.32%	4.01/95.88%

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspension rates*	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	0.39	2.57	0.0
Expulsion rates*	Expulsion Rate *Not reported if ten or fewer students*	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs:	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. There are many opportunities in the district for parental involvement through participation in parent support organizations, including School Site Council, ELAC, and DELAC. Parents at Garden Park participate in activities such as volunteering in the classroom, Back-to-School Night, Open House, winter and spring concerts, study trips, awards assemblies, parent-teacher conferences, the Parent Teacher Association (PTA), kindergarten orientation, fundraisers, parent-education nights, Friday flag ceremonies, Family Dining Nights, and Family Fun nights (Movie Nights, Sweetheart Dance, Trunk-O-Treat, etc...).					
	The school has representative(s) that regularly attends: X Parent Task Force X District English Learner Advisory Committee							
Survey (Parents)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.32	3.98	4.13	3.39	3.69	4.19
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.37	3.61	4.16
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.55	4.75	4.62
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.77	4.71	4.49
Focus groups/Interviews& Other data								

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

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

GOAL 2 Data Review

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

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	Garden Park maintains a strong student attendance rate. Based on the Strategic Plan 2017 survey results, students at Garden Park demonstrate a Growth Mindset, believing they might not know everything yet, but through effort and practice they can meet the rigorous expectations. Students display strong work habits, self-efficacy, and believe they can meet high expectations. Students feel a high sense of belonging and connection to Garden Park, are socially aware of student diversity, and exhibit strong emotional care for self and others. Our school climate supports academic learning, students feel safe at school, and 87% of our students feel that bullying is not a problem for them and others at Garden Park. Facilities are well maintained and our campus is clean.
Which prior year action steps have contributed to these areas of strength?	Multiple factors have contributed to these areas of strength: 1) Teachers have really promoted classroom and school-wide expectations and have praised and celebrated students when expectations are being met (classroom and school-wide awards), 2) We have turned to the school nurse if there is a medical concerns that is effecting a student's attendance; the school nurse reaches out via phone or email to the family to discuss medical concerns and come up with solutions or referrals/recommendations, 3) the office staff is very pro-active with attendance and school/home communication with families, 4) Use of technology allows students who are absent to show self-efficacy by logging on to their Google Drive, Connect Ed and/or Pearson to view and complete assignments, 5) In regards to bullying, the students are now much more aware of what bullying is and what it is not, therefore this clarification of terms has helped students gain a clearer understanding, and the Be Brave/Be Safe program for grades 2nd, 4th, and 6th grades has helped students with social and safe school interactions, 6) In 2017-2018 school year we had a "Sprinkling Kindness" campaign, which promoted a school-wide awareness of showing multiple and varying ways to promote kindness to self and others on campus, 7) Celebrating and honoring students on a monthly basis through our "Glorious Geckos" ceremony for modeling selected scholarly habits, as well as honoring students at each trimester awards assembly for demonstrating Responsibility for Learning and Responsibility for Behavior, which directly aligns to our on-going focus on building character, citizenship, and academic skills, 8) Garden Park offers multiple opportunities for both students and parents to participate in evening educationally based family events. These include: Family Art Night, Family Literacy Night, Family Math Night, Family Engineering Night, and Scholarly Habits/Growth Mindset Parent Education. Furthermore, our strong PTA provides multiple family events to promote a positive school climate and school connectiveness, including Family Movie Nights, Skate Nights, Family Sweetheart Dance, Winter Cookie Workshop, and Walk-A-Thon to name a few.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	In reviewing the data, two areas of growth are: 1) Citizenship, (under Socio-Emotional Well-Being) and 2) Discipline & Norms (under School Climate). When analyzing three years of data, the numbers remain constant in both of these categories, with little growth from 2015-16 to 2016-17. It might be that students' perception is that others get a different consequence, which could be perceived as unfair.
How will these areas for growth be addressed in your action steps and supported by your school's budgeted expenditures? (new or refined	Staff will continue to emphasize Habits of a Scholar and honor students who demonstrate these scholarly habits. Parent/Community Outreach and Parent Educational opportunities will be provided on topics related to Habits of a Scholar, Growth Mindset, Work Habits and Study Skills. We will continue to focus on "Sprinkling Kindness" to build citizenship and

programs, strategies, activities, etc.)	character. Providing funds are available, we will host school assemblies related to citizenship, diversity, character development and being your best, as well as integration of lessons focused on differences, equality, fair vs. equal, etc....If needed, Professional Development opportunities will be provided for staff as it relates to these areas.
Other Key Findings: What does your overall data show regarding progress towards goals?	

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
a-g Rates*	a-g Rate (Students attending all 4 years in GGUSD)		Maintain/ Improve	61.1%	62.3%	55.0%	N/A	70.8%	72%	74%	
	a-g Rate (DataQuest)		Maintain/ Improve	54.4%	53.8%	51.6%	N/A	66.10%	67.70%	57.80%	N/A
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	38%	26%	36%	44.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	12%	13%	20%	23.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	19%	42%	31%	34.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	49%	34%	32%	33.0%
PSAT/SAT/ACT Exams	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	Maintain/ Improve	870	880	893	N/A	970	920	936	982
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	41%	41%	465	498
		Writing	Maintain/ Improve	38.2	37.7			40%	41%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	42%	43%	472	484
	Average SAT Scores (New SAT	Total Score	Maintain/ Improve	N/A	N/A	N/A	1,076				1143
		Critical	≥ 480	477	478	475	537	518	501	501	571

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
	2016-17)	Reading									
		Writing		478	478	473		513	498	498	
		Math	≥ 530	508	506	497	**539**	538	522	522	573
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	24%	23%	23%	22
		English	≥ 20	20	20	21	N/A	37%	23%	22%	23
		Math	≥ 20	22	22	23	N/A	30%	24%	23%	23
		Science	≥ 20	21	21	21	N/A	1073	22%	22%	23
Advanced Placement (AP) * K-8 Schools: Rates reflect your feeder high school.	AP Enrollment Rates* (# of student enrolled in at least one AP class/9-12 enrollment)		maintain or increase	3514 23.6%	3493 23.6%	3885 27.7%	4120 29.5%	37%	32%	32%	35.58%
	AP Test Takers (test takers/9-12 enrollment)		maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	30%	27%	28%	30.42%
	Total AP Exams		N/A	6339	6160	7009	7471	1073	914	944	1005
	AP Pass Rate* (exam scores 3, 4, 5)		maintain or improve	61.1%	61.4%	62.6%	64.19%	66%	63%	63.77%	66.47%
Other Data											

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
			2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
College Enrollment Rates (Fall enrollment	Overall postsecondary enrollment	maintain or improve	71%	72%	71%	73%	75%	76%	74%	73%

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS		College and career entrance and completion rates will improve annually.									
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		**LCAP EXPECTED OUTCOME**	**DISTRICT**				**SCHOOL**			
			2013-14	**2014-15**	**2015-16**	**2016-17**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
immediately after High School) K-8 Schools: Rates reflect your feeder high school.	At 4-Year College or University	maintain or improve	30%	30%	29%	30%	40%	33%	37%	34%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	35%	42%	37%	39%
Persistence Rate (Freshman to Sophomore Persistence) K-8 Schools: Rates reflect your feeder high school.	Overall	maintain or improve	89% (2012)	88% (2013)	89% (2014)	89%	89%	89%	92%	91%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	96%	96%	97%	97%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	82%	83%	86%	88%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.88	90.56%	87.79%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0424	4.13%	5.34%
CTE Pathways			*137*	*140*	*244*	*333*			13	15
Industry Certification			N/A	N/A	N/A	664				2
Articulation			447	478	496	1072			43	98
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				
Alumni Groups: Surveys & Focus Groups										
Other Data Note: Student tracker data not yet available										

GOAL 3 Data Review

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

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	Strategic Plan Student Survey results indicate that students at Garden Park continue to set goals to obtain a 4 year college degree and/or an Advanced degree (master's, doctorate) after high school graduation. We noticed that our high school feeder school has higher AP enrollment, higher AP test scores and pass rate, and a higher SAT total score.
Which prior year action steps have contributed to these areas of strength?	Here at Garden Park we have placed an emphasis on work and study habits as well as scholarly habits and Growth Mindset. Additionally, we maintain a focus on a college-going culture in all grades by participating in weekly College Wear Wednesdays and promoting the college experience across grade levels. We have a College Bound bulletin board in which students are showcased with their picture and where they dream of going to college/university along with their intended major and why they have chosen a particular university. We had our first annual Career Day in 2017, which showcased a variety of college and career options for students. We will have our 2nd annual Career Day March, 2018. Select sixth graders who have met the criteria for AVID have been invited to attend information meetings at the Intermediate site in which they have the opportunity to hear from Intermediate, High School, and current college-going AVID students to learn about the value of being a part of the AVID program.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	It is important to continue to promote attending a 2 year or 4 year college/university and help students understand the value of post-secondary education based on educational and career goals.
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.)	Continue hosting an annual Career Day at Garden Park. Promote site level and district level College/Career Night opportunities for parents to attend. Display University pennants on campus. Continue with College Wear Wednesdays.
Other Key Findings: What does your overall data show regarding progress towards goals?	

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	Plan priorities include 1) Continued support in the area of Math for all students, 2) Focus on Informational Text in English Language Arts, 3) Provide extended opportunities for both intervention and enrichment, 4) Focus on technology in the classroom. Major expenditures include the purchase of additional Chromebooks and carts to support technology in the classroom. ILT Collaboration will be used to focus on student achievement in Math and English Language Arts, and as part of the plan, 1/2 day and full day subs will be used to allow for rich dialogue and collaboration for Instructional Leadership Team members.
Plan Implementation	The Instructional Leadership (ILT) team met monthly with 1/2 day sub release time and two full-day ILT days with an emphasis on looking at math and ELA data, PDAR lesson studies, math instructional practices and English Language Arts. Chrome books were purchased, thus we now have 3 full class sets to share among classrooms. Weekly Collaboration also played a key role in student achievement. Teachers' consistent implementation of an effective instructional delivery model, instructional strategies, and use of resources to support all students toward meeting academic goals was evident. The use of Pearson Envision math program, Irvine Math Project conceptual lessons, the purchase of conceptual math materials and manipulatives were utilized to support math instruction. Small Group Reading Instruction (SGRI) was also implemented. Emphasis on a Growth Mindset and scholarly habits supported students' academic progress and motivation to do their best as a scholar. In writing teachers found a balance in using a variety of materials (Lucy Calkins and Wonders writing components, Write From the Beginning) in order to teach the effective writing block. Implementation of Wonders Inquiry Space/Text Connections through the use of technology and an overall increase in technology use to support student learning and classroom instruction was impactful. Effective and timely opportunities for intervention in math and ELA, either before school or after school targeted at-risk students, or students not yet meeting proficiency. Teachers participation in professional development as it pertained to ELA, Math, GATE, technology and other content areas allowed them to apply the new learning in the classroom to meet the needs of a variety of students. There was a continued focus on computational fluency using Number Talks and various mathematical fluency practices, although we see a need to find other ways to support students in the basic math facts and math fluency. Analysis of multiple types of assessments to measure achievement and the use of data to inform instruction was important, and we see a need to continue to do this in the future. A focus on academic discourse in math was evident this year, but we see a continued need to support students in moving from oral academic math discourse to written discourse in math (ability to explain in writing how they solved a problem). Although we have a small percentage of English Learners, there is a need to further support English Learners in Academic

	vocabulary and writing; particularly our Long Term English Learners.

Creating a College Going Culture was successfully met through College Wear Wednesdays, and the "I'm going to College Campaign." Additionally, we had our second annual Career Day, which allowed students to be exposed to various college and career paths. |
Strategies and Activities	The Instructional Leadership team met monthly with 1/2 day sub release time and two full-day ILT days, as well as through ILT Collaboration twice a month on Wednesdays to focus on lesson studies, data analysis, and technology. Various strategies were implemented and will continue to be implemented next year to support mathematical understanding and academic discourse. These include strategic math partnering, universal prompts, sentence frames, performance tasks, assessment review, "3 reads" to better understand a word problem, transferring skills from IMP to algorithm, and continued exposure and practice of other various math strategies. Teachers will continue to collaborate to focus on lesson studies, planning, analysis and reflection of effective instructional delivery as it relates to student learning outcomes in the areas of math as well as ELA, and other important topics related to curriculum, instructional delivery, and student learning. There is a need to focus on helping students better understand and navigate informational text. Continued work in the area of Essential Standards and grade level focus standards will be a part of the collaboration process.
Involvement/ Governance	The School Site Council and English Language Advisory Committee were instrumental in providing feedback, asking questions, completing a needs assessment, and developing an LCFF "wish list". As a result of the needs assessment, the plan for next year includes opportunities for bringing additional intervention and extended learning opportunities to Garden Park. These may include: tutoring workshops, STEM/Engineering/Coding/, enrichment programs in the fine arts, world language, physical fitness, and supporting students in the areas math and English Language Arts.
Outcomes	Overall, we did see an improvement in the following areas: discourse across content areas, reading fluency, strong phonics/foundational skills in the primary grades, reading comprehension within literature and the ability to find evidence within the text, students ability to understand theme and identifying the big idea, writing narratives, SGRI routines and accountable talk, a strong voice in writing in the primary grades, students' inquisitiveness, use of technology to enhance instruction, and use of engagement strategies. The results of this analysis allows us to narrow down areas of focus for 2018-2019, which include: 1) continued support in the area of math, problem solving, academic discourse, and performance tasks 2) informational text (structure, point of view and formal voice) within reading and writing 3) writing revision/proofreading, 4) revisit and/or use of new engagement strategies, 4) technology, 5) intervention and extended learning opportunities, and 6) finding out more about AVID Elementary opportunities for upper grades as well as the College and Career Mentor program for 6th graders.

California Education Code Section 64001(g): Form G

Section A: Planned Improvements in Student Performance

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

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
1	**Effective Instruction and CA State Standards:** Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration.	On-going	Leadership & Principal		0	130
1a	All students will participate in appropriate grade level science, history/social science, and physical education standards. Planned activities related to standards may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background, prior knowledge, and/or enrichment for school programs.	On-going	Leadership & Principal	School-wide Assemblies		
1b	All teachers will utilize Mc-Graw Hill Wonders core materials and resources in the context of best instructional practices in the areas of reading, writing, listening, speaking, and technology in order to support students in meeting grade-level ELA standards, and to improve students'	On-going	Leadership & Principal			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	comprehension, oral reading fluency, vocabulary, and decoding skills. "Wonderworks" and Wonders On-line intervention materials will be used by the RSP teacher to meet the needs of students not performing at grade level.					
1c	The Instructional Leadership Team (ILT) will lead and collaborate with grade-level colleagues to focus on lesson studies, planning, analysis, and reflection of effective instructional delivery.	On-going	ILT Team, TOSA & Principal			
1d	All teachers will implement the instructional pacing, lesson design, and assessment outlines in the Effective Instructional Model.	On-going	Leadership & Principal			
1e	Pearson EnVision and Irvine Math Project Conceptual materials will be utilized during math instruction.	On-going	Leadership & Principal			
1f	Teachers will support the development of students' computational fluency using Number Talks and various mathematical fluency practices.	On-going	Leadership & Principal	Professional Books, as needed		100.00
1g	Supplemental materials and supplies to support math plan and Coding/STEM activities will be purchased, such as concrete materials (math manipulatives, calculators, white boards, professional books, "maker space" materials for a STEM lab and literature).	On-going, as needed	Leadership & Principal	Math Manipulatives, STEM materials,Professional Books		1000.00
1h	Teacher, when appropriate, will utilize GATE Depth & Complexity, Keys to Learning, Content Imperatives, and Jr. Great Books, and advanced organizers	On-going	Leadership & Principal			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	across content areas to support students in higher-level learning opportunities					
1i	Teachers will use Thinking Maps to support student learning across disciplines/content areas.	On-going	Leadership & Principal			
1j	Teachers will collaborate weekly to ensure curricula is best implemented and to determine best support for all students. Additionally, teacher will determine Essential Standards to focus on, both school-wide and at grade-level in order to support student achievement.	On-going	Leadership & Principal			
2	**Professional Development:** Maintain a strong program of professional development to support instruction leading to increased student achievement. Provide targeted support to teachers in best instructional practices to support all students, including targeted populations (educationally disadvantaged youth).	On-going	Leadership & Principal	Staff Development set-aside (TI)	0	
2a	K-6 Teachers will participate in professional development in math to enhance their content background of grade level standards and to help their students meet the full rigor of the standards. This Professional Development includes: Academic Discourse, Irvine Math Project, lesson studies, Collaboration, Strategy Academy, and after school trainings.	On-going, as needed	ILT team, TOSA, Principal			
2b	Teachers will participate in instructional technology training to help students incorporate the use of various forms of technology into their daily learning	On-going	Technology Coordinator, TOSA, Principal			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	experiences.					
2c	Instructional Leadership Team will meet monthly, and during Collaboration with colleagues, to focus on lesson studies and instructional practices.	On-going	ILT Team, TOSA, Principal	1/2 day subs 7 times during the school year		3,610
2d	GATE program support- Teachers will have opportunities to attend professional development (both on-site and after school) in GATE strategies, as led by GATE supervisor.	On-going	Leadership, Principal			
2e	Teachers will attend professional development training in ELA (McGraw-Hill Wonders) to enhance their content background of grade level standards, and to gain an overall understanding of the core materials and resources available within the newly adopted ELA program Wonders, including the ELD components.	On-going	Leadership, Principal			
2f	As part of weekly collaboration, teachers will participate in professional development opportunities, based on mutually agreed upon pre-determined topics.	On-going	Teachers, TOSA, Principal			
2g	Teachers will participate in professional development in Math, ELA, Science and/or Social Science to support instruction leading to increased student achievement through Strategy Academy, Site Demonstration teachers, Lesson Studies, and Writing Institute.	On-going	Teachers, TOSA, Principal			
3	**Extended Learning/Tutoring:** Provide intervention opportunities for students performing below grade-level	On-going	Leadership & Principal			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].					
3a	**Program Title or Focus:** Coding, STEM, STEAM **Brief Description:** Technology, robotics, and/or coding hands-on learning experience designed to expose students to the world of technology by building robot models, programming a "Spiro", and /or other engineering related experiences. **Estimated # students served:** 40	As fund are available	Leadership & Principal	**Staffing:** Teacher(s) **Materials/Supplies:** Spiro, STEM materials, Chrome Books		1000.00
3b	**Program Title or Focus:** Math Club, Math Fluency, Strategy Gaming **Brief Description:** Explore mathematical concepts to enhance basic math skills and critical thinking skills **Estimated # students served:** 12 to 15 Enrichment and extended learning opportunities for intervention will be	As funds are available	Leadership & Principal	**Staffing:** Teacher(s) **Materials/Supplies:** To be determined		

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	provided.					
3c	**Program Title or Focus:** Fine Arts: Dance, Theatre, Drama, Music, Instrumental, and/or Art **Brief Description:** A fine arts cultural experience within designed to gain an appreciation and understanding for the Arts **Estimated # students served:** Enrichment and extended learning opportunities	As fund are available	Teachers, Leadership & Principal	**Staffing:** Teacher and/or outside staff **Materials/Supplies:** TBD		
3d	**Program Title or Focus:** World Languages **Brief Description:** Designed as an introduction to a second language (Spanish) **Estimated # students served:** 12 to 15 Enrichment and extended learning opportunities	On-going	Leadership & Principal	**Staffing:** GGUSD staff **Materials/Supplies:**		
3e	**Program Title or Focus:** Foundational Skills, Reading Comprehension, Writing **Brief Description:** Focus on the basics of English Language	If funds are available	Leadership & Principal	**Staffing:** Teacher(s) **Materials/Supplies:** TBD		500.00

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
	Arts **Estimated # students served:** 12 to 15 Teachers will use DIBELS, formative and summative assessment data to identify students in need of remediation or areas in which extra support is needed. Teachers will monitor the growth of at-risks students using a variety of assessments. Teachers will provide targeted, explicit support to students at-risk in the areas of ELA. Enrichment and extended learning opportunities for intervention will be provided.			Teacher hourly pay		
3f	**Program Title or Focus:** Math Fluency and Math Skills **Brief Description:** Focus on basic math skills **Estimated # students served:** 12 to 15 Teachers will use formative and summative assessment data to identify students in need of remediation or areas in which extra support is needed. Teachers will monitor the growth of at-risks students using a variety of assessments. Teachers will provide targeted, explicit support to students at-risk in the areas of Math.			**Staffing:** Teacher(s) **Materials/Supplies:** TBD		

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
3g	**Program Title or Focus:** Exercise and Fitness Club (Mindfulness) **Brief Description:** Focus on Fitness: stretching, core, running, yoga, etc... **Estimated # students served:** up to 50 Enrichment and extended learning opportunities			**Staffing:** Teacher(s) **Materials/Supplies:** TBD		500.00
3h	**Program Title or Focus:** College & Career Mentoring Program- 5th & 6th grade **Brief Description:** Specialized after school program to support the academic and personal skills that lead to lifelong success, aligned to our Strategic Plan. Sixth grade students will receive information to help them maintain focus with the key message that scholarly habits, motivation, and hard work can lead to future success in life. The program reaffirms that college/career success and future life success are attainable goals. **Estimated # students served:** 32			**Staffing:** College & Career Mentors; site teachers **Materials/Supplies:** TBD		
3i	**Program Title or Focus:** AVID After School Program 5th & 6th grade	November 2018-January 2019; 5		**Staffing:** Two AVID trained		$500

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
	Brief Description: Learn and apply AVID strategies and self-regulatory skills to enhance learning across the content areas **Estimated # students served:** 20	weeks (Thursdays)		Teachers on site **Materials/Supplies:** AVID materials on district order form ($100) Funding source is Extended Day Funds		
4	**Materials/Supplies:** Support instruction with supply purchases and resources for classroom needs in all content areas. (Site-LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth.)	On-going	Leadership & Principal		0	11841
4a	Materials & supplies will be purchased in the areas of ELA, Math, Science and Social Sciencec, as needed, in order to meet the needs of the students in all content areas.	On-going, as needed	Leadership & Principal	Materials & Supplies		
5	**Instructional Support for Students:** Provide instructional support personnel to support student needs and student achievement in the classroom, particularly for increased/improved services to targeted populations (educationally disadvantaged youth).	On-going	Principal	3% Contingency set-aside (TI)	0	1047
5a	A 3 hour Instructional Aide will be used in Kindergarten to support student needs and student achievement, as Kindergarten will now be a full-day program.	On-going	Kindergarten teachers & Principal			

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
6	**Assessment and Data Analysis:** Use multiple types of assessments to measure achievement and use data to inform instruction.	On-going	Teachers & Principal			
6a	DIBELS, formative assessments, summative assessments, (weekly unit tests, Wonders on-line tests),Benchmarks, and state assessments will be used to measure achievement and analysis of this data will serve to guide and inform instruction.	On-going	Teachers & Principal			
7	**Coordinated Services:** Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs	On-going	Leadership & Principal			
				TOTAL BUDGET PLANNING	0	17,728

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1	**Support for English Learners (EL) - English Language Development:** Provide English Learners with an English language development program designed to meet their instructional needs. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous	On-going	Teachers & Principal			

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
	standards that are expected of all native speakers of English. Implement the Board Approved Plan to support English Learners and the preservation of heritage language.					
1a	Teachers will use the ELD components embedded within the McGraw-Hill Wonders ELA program to meet the needs of English Learners.	On-going	Teachers & Principal			
1b	School site personnel will support the development of reading, writing, listening and speaking through weekly visits to the school library and the use of technology resources.	On-going	Leadership & Principal			
1c	Teachers will scaffold instruction, strategies, and support based on students' current levels (ELD groupings), with the goal that English Learners will demonstrate continued growth toward mastery of Academic English.	On-going	Leadership & Principal			
1d	Extended day opportunities (Intervention, Enrichment) before or after school will be provided by teacher to provide targeted, explicit support for EL students in ELA and Math.	If funds are available	Leadership & Principal	Teacher hourly pay		500
2	**Support for Reclassified English Proficient Students** Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.	On-going	Teachers & Principal			
2a	Teachers will use data to determine students needing additional instruction, as it pertains to grade level standards and supporting RFEP students.	On-going	Teachers & Principal			
3	**Writing Strategies:** Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications	On-going	Teachers & Principal			

SCHOOL GOAL 1B: ACADEMIC ENGLISH	English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.					

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
	of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.					
3a	Teacher will utilize McGraw Hill core writing and ELD materials, Write From The Beginning, and Lucy Caulkins Units of Study to plan and deliver lessons to support EL and RFEP students.	On-going	Teacher & Principal			
3b	Teachers will provide targeted, explicit support to students before or after school in writing.	On-going	Leadership & Principal	Teacher hourly pay		500.00
				TOTAL BUDGET PLANNING		1,000

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

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Self-Regulatory Programs:** Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.	Fall 2018- Spring 2019	Teachers & Principal			
1a	Each month different Habits of a Scholar will be focused on in order to help students build self-regulatory skills. Two students each month per class will be honored at a monthly Glorious Gecko ceremony who have been model students in demonstrating the Scholarly Habit of the month.	On-going	Leadership & Principal			

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1b	Sixth grade students meeting AVID criteria will attend presentations on-site highlighting the AVID program, and learn how to prepare for a successful AVID interview.	Winter, 2018	Sixth grade teachers & Principal			
1c	AVID Elementary (if possible) to support the development of self-regulatory skills in upper grades	Fall, 2018	Teachers			
2	**Technology:** Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the District Technology Plan.	On-going	Technology Coordinator, TOSA, Principal			8439
2a	Instructional technology will be purchased, as needed in order to effectively integrate instructional technology into the classroom.	On-going, as funds are available	Technology Coordinator, Principal	Technology & Technology Accesssories		3000.00
2b	Teachers will participate in site based and district professional development, as it relates to technology use and integration.	On-going	Technology Coordinator, Principal, TOSA			
2c	Technology Support Specialist will support all aspects of technology, making sure technology is in working order campus wide.	On-going	Principal	Technology Support Specialist salary		
3	**Library Media Center:** Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff. Enrich the library program through the purchase of supplemental materials and supplies.	On-going	Leadership & Principal			8,955
3a	Purchase supplemental materials and supplies to support the library program	On-going	Principal; Librarian	Materials & Supplies		
3b	Part-time Library Aide	On-going	Principal	Library Aide Salary		

SCHOOL GOAL 1C: SCHOLARLY HABITS	Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.					
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
				TOTAL BUDGET PLANNING		20,394

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

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE 2018-19 TITLE I	FUNDING SOURCE 2018-19 SITE-LCFF
1	**Practices that Build Motivation:** Encourage a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals. Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.	On-going	Teachers & Principal			
1a	Use the FAR model to support goal setting and scholariness	On-going	Teachers & Principal			
1b	Host site based Community Outreach meetings, as it pertains to Growth Mindset and Scholarly Habits, as needed	Fall 2018, Winter, 2018-19, Spring, 2019	Parent/Family Night Coordinator, Leadership & Principal			
1c	All grade levels will focus on Habits of a Scholar to build citizenship and academic success.	On-going	Teachers & Principal			
1d	Teachers will implement GATE strategies throughout the school day, as appropriate Teachers will have the opportunity to attend monthly GATE meetings for Professional Development.	On-going	Principal, TOSA			
2	**Incentives:** Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	On-going	Teachers & Principal	Awards and Incentives		
3	**Secondary Credit Recovery:** Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned).					

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

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
4	**Attendance:** Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.	On-going	Principal			
			TOTAL BUDGET PLANNING			

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

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Support Services/Counseling/Mental Health:** Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.	On-going	Teachers & Principal			
1a	Counseling services (Mariposa) will be available in order to support the well-being of students.	On-going	Principal			
1b	The Family Resource Center will serve as a resource to support families in need of community resources and	On-going	Principal			

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	service.					
2	**School Connectedness:** Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)	On-going, if funds are available	Leadership & Principal			
2a	School will provide opportunities for involvement and engagement in before school, lunch time, and/or after school enrichment programs, assemblies, study trips, and Early Start summer programs. These may include: Fine Arts, Coding, Robotic and Technology, Physical Fitness, World Languages	As funds are available (refer to Goal 1)	Leadership & Principal	Teacher hourly, supplies & materials		
2b	Students in grades 4th-6th will have the opportunity to participate in Student Council.	Fall-Spring 2018-2019	Teachers & Principal			
3	**Anti-Bullying/Internet Safety:** Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	Fall 2018-Spring 2019	Teachers & Principal			
3a	Students will participate in Anti-Bullying programs on site.	Fall 2018-Spring 2019	Leadership & Principal			
3b	Parents will have the opportunity to attend educational presentations on anti-bullying/cyberbullying prevention across the district (school, community, or district based).	Fall 2018-Spring 2019	Leadership & Principal			
3c	K-6 classes will participate in the Be Brave Be Safe curriculum focused on internet safety.	Fall 2018-Spring 2019	Teachers & Principal			
4	**Substance Abuse Prevention/Asset Development:** Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.	Fall 2018- Spring 2019	Teachers & Principal			

SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING	Students will demonstrate continued growth in their attitude towards themselves and others.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
4a	Implementation of a Character Development program and/or Habits of a Scholar to promote positive actions and behavior.	Fall 2018- Spring 2019	Teachers & Principal			
				TOTAL BUDGET PLANNING		

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1	**Welcoming Climate: Building Relationships with students, parents, and staff:** Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	Winter 2018, Spring 2019	Staff & Principal			
1a	Parent programs will incorporate building relationships and positive interactions with students and school staff. (Programs to be promoted may include: 10 Educational Commandments, 40 Developmental Assets, Parent Expectations & student Achievement (PESA), Parent/Community Outreach meetings). Parent/Community Outreach meetings provide resources on topics such as at-risk behaviors and building positive interactions.	Winter 2018, Spring 2019	Parent Education Coordinator, Principal			
1b	Parents will have the opportunity to attend Back-to-School Night and Open House.	Fall, 2018, Spring 2019	Principal			
1c	Family Education Nights (examples: Family Reading Night, Family Math Night, Family Art Night, Family	Fall 2018- Spring 2019	Parent Ed Coordinator,			

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	Engineering Night, Family Coding Night, Family Science Night, etc...) will provide opportunities for students, families, friends, and community to attend a variety of school programs offered in the evening.		Leadership, Principal			
2	**Parent Community Outreach:** Ensure that parents/guardians are provided multiple opportunities to increase involvement and engagement in student learning through a strong home-school-community partnership,. Outreach services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.	Fall, 2018-Spring, 2019	Leadership & Principal	Parent Education set-aside (TI)	0	
3	**Home-School Communication:** Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check email twice daily and respond before the end of the following business day. Regularly communicate with parents.	On-going	Teachers, Staff & Principal	Communication-Phones		218
3a	School Messenger, Parent Portal, school website, marquee, flyers, and teacher newsletters will be used as the various forms of communication between school and home.	On-going	Teachers & Principal			
3b	Printing Services	On-going	Principal	printing costs		400
4	**Facilities Maintenance:** Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)	On-going	Head Custodian, Princpal			
5	**Campus Safety:** Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement	On-going	Head Custodian, Leadership & Principal			

SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	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.					
6	**Discipline & Rules:** Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	Fall, 2018 and On-going	Principal			
6a	Principal presents Garden Park rules to each grade level at grade level assemblies at the beginning of each year. Rules are revisited throughout the year in the classroom and with principal.	Fall 2018 and On-going	Principal, Teachers			
7	**Partnerships:** Maintain partnership with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School District.	On-going	Principal			
7a	Continue our strong partnership with the Garden Park PTA and Boys & Girls Clubs of Garden Grove to support student programs.	On-going	Staff, Principal			
8	**Training for All Staff:** Provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	On-going, as needed	Principal			
8a	TOSA and GATE Coordinator provide classroom support and training opportunities during staff meetings and collaboration meetings.	On-gong	Principal, Teachers, TOSA			

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
SCHOOL GOAL 2C: CLIMATE	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.					
				TOTAL BUDGET PLANNING	0	618

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

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE 2018-19 TITLE I	2018-19 SITE-LCFF
1	**College/Career Events:** Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.		Staff, Principal			
1a	Students and staff will participate in weekly College Wear Wednesdays.	On-going	Principal			
1b	Invite guest speakers to share their college and career experiences.	Spring, 2019	Teachers, Leadership & Principal			
1c	Hang college/university pennants in MPR and/or office	On-going	Principal			50
2	**Student Mentoring:** Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.					
2a	Establish a school wide student mentoring program, as needed and if available. Specific students will be mentored by high school students and/or school employees based on identified need.	Ongoing, as needed	Teachers, Principal			
2b	College & Career Mentoring program for 6th graders	Fall and Spring 2018-2019				
3	*(Secondary Focus)* **College/Career Ready Students and a-g Focus:** Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to					

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

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
	honors and AP courses.					
4	*(Secondary Focus)* **Course Rigor and Advanced Placement (AP)** Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.					
5	*(Secondary Focus)* **College Entrance and Readiness:** Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation.					
				TOTAL BUDGET PLANNING		50

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

| # | ACTION STEPS | TIMELINE AND TARGET DATES | PERSON RESPONSIBLE | BUDGETED EXPENDITURES | FUNDING SOURCE | |
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Student Tracker:** Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.					
2	**College Career Pathways/Options:** Provide opportunities for student to be exposed to various college and career options. Making					

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS	College and career entrance and completion rates will improve annually.					
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
	connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.					
2a	Students and staff will participate in College Wear Wednesdays	On-going	Principal			
2b	Invite guest speakers to share their college and career experiences through College and Career Mentoring program, Career Day, and other special events.	Fall, 2018 Spring, 2019	Leadership & Principal			
3	**Alumni Engagement:** Provide opportunities for alumni engagement and alumni outreach.					
3a	Invite Alumni back to participate in Read Across America Day and Career Day	Winter 2018, Spring 2019				
3b	College and Career Mentoring Program	Fall & Winter 2018-2019				
			TOTAL BUDGET PLANNING			

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	0
SITE-LCFF	17,728
Total	17,728

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

SCHOOL GOAL 1C	
TITLE I	
SITE-LCFF	20,394
Total	20,394

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 2B	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 2C	
TITLE I	0
SITE-LCFF	618
Total	618

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	50
Total	50

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	
Total	

Total Allocation	
TITLE I	Includes Extended Day Allocation of $
SITE-LCFF	39,790

Total Expenditures	
TITLE I	0
SITE-LCFF	39,790

Balance	
TITLE I	0
SITE-LCFF	0

GARDEN GROVE
UNIFIED SCHOOL DISTRICT

Garden Park Elementary School

School Parental Involvement Policy: 2018-19

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

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

PARENTING: Help all families establish home environments to support children as students.
1. Our school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Our school provides parents of Title I students with timely information about Title I programs. 2. Our school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening, including multiple opportunities for parent education programs.
The school provides parents with information about the school's participation in and the requirements of programs such as, Title I, English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school organizes opportunities for parents to be involved throughout the school year. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. The school will schedule ongoing parent meetings to disseminate information regarding Title I and other school programs.
The schedule of parent meetings and parent education opportunities are disseminated to parent through electronic messaging, school website, School Messenger, Peach Jar, marquee, and a hard copy calendar of parent meetings and events is distributed monthly. Extra copies are available in the school office and in one copy is posted in the glass bulletin case just outside the school office.

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

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

The school developed the policy with parent input via the Strategic Plan Survey, School Site Council & ELAC meetings. The school distributes the policy at parent-teacher conferences. The policy is also available in the school office.

VOLUNTEERING: Recruit and organize parent help and support.

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

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

We have a very active and involved PTA and group of parent volunteers. These parent groups plan special events, volunteer in the classroom, and work on special projects to support teachers and students. The PTA provides financial support for programs such as Study Trips, Accelerated Reader, Awards and Incentives, and Art Masters. The annual parent survey provides parents an opportunity to provide input into parent involvement needs. The Parent Education Coordinators and other staff members facilitate Parent Education Nights. All parents are invited to attend.

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 receive information on curriculum and assessments at Back-to-School Night and Parent-Teacher conferences. Family Education Nights are held multiple times throughout the school year in which parents learn about math, ELA, science, and other content area curriculum.

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 involved in the development of the school plan and are given an opportunity to provide feedback into school action steps through meetings and the annual parent survey.

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

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

The District's Parent and Community Outreach Department provides guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:
- Providing professional development opportunities in parent education programs
- Serving as a link to parent and community resources
- Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites
- Coordinating parent education and community outreach meetings

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

SCHOOL-PARENT COMPACT

Our school distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.
- **The school's responsibility to provide high-quality curriculum and instruction**
- **The ways parents will be responsible for supporting their children's learning**
- **The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities**

[Upload a copy of the compact to DTS.]

SECTION C: <u>FUNDING FOR TITLE I</u>
SSC APPROVAL IS NOT REQUIRED
DISTRICT LEVEL FUNDING

TITLE I	DIRECT CATEGORICAL SUPPORT SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED – APPROVAL NOT REQUIRED
	Teachers on Special Assignment (TOSAs) provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include: • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention • Scholarly habits and motivation
	Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include: • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings

TITLE I	INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES - DESCRIPTION OF SERVICES TO BE PROVIDED- APPROVAL NOT REQUIRED
	Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following: • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas. • Indirect costs at state approved rate, other centralized services costs such as printing, maintenance, other services.
	Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District's evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school.

SECTION C: OVERVIEW OF CATEGORICAL SERVICES

DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and determination of needs. TOSAs assist each school with staff development. This assistance may include helping determine what sessions are needed, finding resources to provide in-services, and/or conducting in-service sessions such as co-planning and co-teaching. Staff development may be scheduled after school, as a release day at the local school, or at the district office with other schools. Staff development topics include: implementation of standards-based instructional strategies, literacy development across the curriculum, mathematics, language acquisition for English Learners, other content area strategies, Systematic English Language Development (ELD), Constructing Meaning, training, and other supplemental Specially Designed Academic Instruction in English (SDAIE).
- School Testing Assistants work with school personnel to schedule and perform student skills testing at schools.
- Parent and Community Outreach works as a division of the Office of K-12 Educational Services to provide guidance, support, and training to teachers, administrators, and support staff. The activities of the Parent and Community Outreach include (1) Providing professional development opportunities in parent education programs, (2) Serving as a link to parent and community resources, (3) Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites, and (4) Coordinating parent education and community outreach meetings.
- Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12 and other self-regulatory programs.
- The Boys & Girls Clubs of Garden Grove provides after school programs (ASES and ASSETs) and Mc-Kinney-Vento services.
- Title I funds are utilized to support the 10th and 11th grade administration of the PSAT. SAT preparation classes are offered to all high school juniors at a reduced rate.
- Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be used for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

INDIRECT SERVICES (K-12)

- The Departments of K-6 and 7-12 Instruction and K-12 Educational Services coordinate centralized and district resources to assist each school in meeting project requirements and providing quality programs.
- The Office of K-12 Educational Services provides information regarding budget categories, legal expenditures, and compliance.
- The Assessment and Registration Center (ARC) assists principals and individual teachers in providing assessments, translation, personnel, materials, and staff development to meet the needs of English Learners.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, and academic review.
- The Department of Evaluation and Research assists schools in evaluating their ongoing programs as well as assisting with appropriate testing and year-end evaluation procedures.

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

- All English Learners receive an English language development program designed to meet their instructional needs.
- Upon request of the school, a district worker from the Office of Student Services makes home calls as needed regarding health, attendance, etc.
- The vocal music teacher provides music experiences to students in grades 1-6.
- Instrumental music instruction is offered to students in grades 4-6.
- Students are screened for health problems and referred to appropriate services as necessary. At the elementary level, a district health assistant provides health services for 3 hours per day.
- At the elementary level, parent conferences are regularly scheduled to inform parents of student progress and to aid them in assisting their children at home, and at the secondary level conferences are scheduled as needed to inform parents of student progress towards graduation.
- The Speech and Language pathologist screens students referred by the teacher and/or Student Study Team. The pathologist consults with the teacher regarding the speech and language needs of students.
- Following Student Study Team meetings and referral for assessment, a school psychologist coordinates assessment for students and makes appropriate recommendations to an IEP team.
- Students who qualify for special education may receive instruction and/or designated services following the recommendation of an IEP team.
- The Office of Special Education coordinates services of the speech and language pathologists, school psychologists, adapted physical educational teachers, and other appropriate services in identifying and providing services for individuals with exceptional needs.
- Gifted and Talented Education assists principals and individual teachers in identifying and providing for the needs of gifted and talented students.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN

Directions: Check the box for each state and federal categorical program in which the school participates.

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

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Garden Park Elementary School

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

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
Tech Support Specialist	21.875%	1	Title I	XSite LCFF	1C2
Library Media Tech	21.875%	1	Title I	XSite LCFF	1C3
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source		Justification for Title I funded positions
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

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

SCHOOL COMMITTEES

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

Please submit the School Plan for Student Achievement information to DTS with SSC meeting minutes to document committee requirements including:
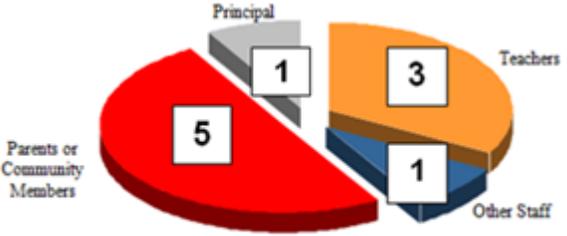
- **SSC: Voting process and results, SPSA approval, review of roles and responsibilities.**

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

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

Composition of an Elementary School Site Council **Composition of a Secondary School Site Council**	**Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.** **a. Peer selection process:** The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include: 　1. <u>Ballot By Mail:</u> In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots. 　2. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots. **b. Members' terms of office:** Members will serve one- or two-year terms. **c. Procedure for replacing a member:** The procedure for replacing a member shall be pre-determined. Recommended procedures include: 　1. Mid-year elections may be held. 　2. Members are replaced using a peer selection process. 　3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

Garden Park Elementary School
SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM ELEMENTARY COMPOSITION

STAFF MEMBERS (5)	
	Principal
1.	Michelle Morales
	Teachers
2.	Shannon Cabrera
3.	Mylinh Watanabe
4.	
	Other Staff
5.	Debra Thompson

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Laura Avina
2.	Erika Burch
3.	Krystin Gibson
4.	Soo Kim
5.	Stephanie Klopfenstein

NOMINATION PROCESS: CHECK ONE

GROUPS		HOW WERE NOMINATIONS MADE?	DATE
1.	Teachers	Nomination Ballot or XVerbal at meeting	8/28/2107
2.	Other Staff	Nomination Ballot or XVerbal at meeting	8/28/2017
3.	Parents	Nomination Ballot or XVerbal at meeting	9/20/2017

VOTING PROCESS: CHECK ONE

GROUPS		HOW DID VOTING OCCUR?	DATE
1.	Teachers	Voting ballot or XHand Vote and Tally	8/28/2017
2.	Other Staff	Voting ballot Ballot or X Hand Vote and Tally	8/28/2017
3.	Parents	X Voting ballot Ballot or Hand Vote and Tally	10/02/2017

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.

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

SCHOOL COMMITTEES

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

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

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

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

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

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

Composition of English Learner Advisory Committee	Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).
COMPOSITION REQUIREMENTS The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.	**a. Voting Process by parents of English learners:** An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include: 1. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots. 2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school. 3. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots. **b. Members' terms of office:** Members will serve one- or two-year terms. **c. Procedure for replacing a member:** The procedure for replacing a member shall be pre-determined. Recommended procedures include: 1. Mid-year elections may be held. 2. Members are replaced using a peer selection process. 3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

Garden Park Elementary School
SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

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

STAFF AND PARENTS OF FEP/EO STUDENTS*		NAME OF PARENTS AND NAME OF THEIR EL STUDENT	
1.	Michelle L. Morales	1. Soo Kim	Rachel Lee; Jessica Lee
2.		2. Laura Avina	Anely Marroquin; Anthony Marroquin

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
2	÷	2	=	100%	≥	11%

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

DELAC REPRESENTATIVE (Must be parent of an English Learner)	WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
Soo Kim	Feb. 15, 2018

HOW WERE NOMINATIONS MADE?	DATE		HOW DID VOTING OCCUR?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	9/20/2017		**Check One:** XVoting Ballot or Hand Vote & Tally	10/02/2017

SECTION F: PLAN APPROVAL PAGE

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

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

   X   English Learner Advisory Committee

            Community Advisory Committee (CAC) for Special Education Programs

            Gifted and Talented Education Program Advisory Committee

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

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

This school plan was adopted by the school site council at a public meeting on: 05/20/2019

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Michelle L Morales		5/22/18
Secretary	Debra Thompson		05/22/18

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Mylinh Watanabe		05/22/18
Teacher	Shannon Cabrera		05/22/18
Parent	Laura Avina		5/22/18
Parent	Erika Burch		05/22/18
Parent	Krystin Gibson		05/22/18
Parent	Soo Kim		05/22/18
Parent	Stephanie Klopfenstein		05/22/18

SECTION F: RECOMMENDATIONS AND ASSURANCES

The signatures below verify that the respective chairpersons, classified person, and administrator have accepted the responsibility for the following assurances:

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Shannon Cabrera		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Debra Thompson		

PRINCIPAL	Typed Name of Principal	Signature	Date
	Michelle Morales		