Submittal Page

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

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

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

2018-2019
School Plan for Student Achievement
For
Excelsior Elementary

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

SSC Approved: 5/9/18   Board Approved: July 17, 2018.

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

Check those that apply:

Not receiving Title I
Complete Sections A-F

XSchoolwide Title I
Complete Sections A-F

Targeted Assistance Title I
Complete Sections A-F

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

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

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

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

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

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

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

(3) District Goal Statements

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

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

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

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

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

SECTION B

School Parental Involvement Policy (SPIP)

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

COMMON PAGES (SECTIONS C THROUGH F)

SECTION C

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

SECTION D

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

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

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

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

SECTION E

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

SECTION F

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

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

PROGRAM IMPROVEMENT REQUIREMENTS

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

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

To be included with SPSA for Title I PI Schools

STATE DATA TABLES
SECTION A

CELDT (Annual Assessment) Results

Grade	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	8	22	7	15	33	7	23	22	40	8	22	27	46		20
1	14	20	29	33	29	37	38	42	31	9	5	3	6	4	
2	2	5	26	41	26	47	41	49	18	12	13	6	2	8	3
3		4	9	35	39	47	43	32	29	14	14	3	8	11	12
4	13	3	22	26	45	17	45	45	39	10	7	22	6		
5	35	19	42	23	48	27	19	30	19	8		8	15	4	4
6	14	19	17	27	33	39	32	24	28	23	14	11	5	10	6
Total	12	13	23	31	35	35	37	38	28	12	9	9	9	5	6

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			**Early Advanced**			**Intermediate**			**Early Intermediate**			**Beginning**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	1	4	2	4	13	6	31	7	30	25	27	26	37	50	36
1	14	21	25	32	28	33	38	41	28	9	5	3	8	5	13
2	2	5	26	40	24	47	40	46	18	12	12	6	5	12	3
3		4	9	35	39	49	43	32	29	14	14	3	8	11	11
4	13	3	22	26	41	17	45	41	39	10	6	22	6	9	
5	32	18	41	21	46	26	18	29	19	7		7	21	7	7
6	13	18	12	26	36	32	30	23	20	22	14	8	9	9	28
Total	9	10	18	25	29	29	36	31	26	15	12	11	15	17	16

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	75	70	83	75	70	83	74	70	83	100.0	100	100
Grade 4	80	75	67	80	74	66	80	74	66	100.0	98.7	98.5
Grade 5	77	83	74	74	79	72	74	79	72	96.1	95.2	97.3
Grade 6	76	77	86	75	77	80	75	77	80	98.7	100	93
All Grades	308	305	310	304	300	301	303	300	301	98.7	98.4	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2442.2	2456.3	2459.4	23	34	39.76	35	31	26.51	28	24	18.07	13	10	15.66
Grade 4	2472.6	2492.1	2504.9	23	30	45.45	33	31	21.21	21	26	18.18	24	14	15.15
Grade 5	2513.7	2550.1	2535.7	30	43	34.72	34	32	36.11	12	13	15.28	24	13	13.89
Grade 6	2537.8	2593.2	2591.3	16	44	45.00	41	35	36.25	24	10	6.25	19	10	12.50
All Grades	N/A	N/A	N/A	23	38	41.20	36	32	30.23	21	18	14.29	20	12	14.29

| Reading
Demonstrating understanding of literary and non-fictional texts | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	34	32.53	66	47	51.81	16	19	15.66
Grade 4	19	30	33.33	55	50	51.52	26	20	15.15
Grade 5	24	33	20.83	51	47	61.11	24	20	18.06
Grade 6	23	30	38.75	49	56	46.25	28	14	15.00
All Grades	21	32	31.56	55	50	52.49	24	18	15.95

| 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	30	30	42.17	58	59	43.37	12	11	14.46
Grade 4	31	30	42.42	49	51	48.48	20	19	9.09
Grade 5	43	62	50.00	32	28	40.28	24	10	9.72
Grade 6	31	61	58.75	52	27	31.25	16	12	10.00
All Grades	34	46	48.50	48	41	40.53	18	13	10.96

| 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	16	19	24.10	76	76	66.27	8	6	9.64
Grade 4	14	22	25.76	71	72	57.58	15	7	16.67
Grade 5	24	25	16.67	49	67	68.06	27	8	15.28
Grade 6	15	29	15.00	64	62	75.00	21	9	10.00
All Grades	17	24	20.27	65	69	67.11	18	7	12.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	19	37	39.76	68	50	39.76	14	13	20.48
Grade 4	23	39	43.94	50	47	48.48	28	14	7.58
Grade 5	46	53	44.44	41	34	44.44	14	13	11.11
Grade 6	25	70	66.25	65	26	23.75	9	4	10.00
All Grades	28	50	48.84	56	39	38.54	16	11	12.62

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	75	70	83	75	70	83	75	70	83	100.0	100	100
Grade 4	80	75	66	80	75	66	80	75	66	100.0	100	100
Grade 5	77	83	74	77	80	74	77	80	74	100.0	96.4	100
Grade 6	76	77	86	76	77	84	76	77	84	100.0	100	97.7
All Grades	308	305	309	308	302	307	308	302	307	100.0	99	99.4

* 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	2437.1	2466.9	2456.0	13	44	21.69	40	26	39.76	28	16	26.51	19	14	12.05
Grade 4	2474.3	2497.1	2502.5	13	23	40.91	39	36	21.21	30	29	24.24	19	12	13.64
Grade 5	2520.8	2537.2	2522.6	30	44	27.03	22	18	25.68	26	15	28.38	22	24	18.92
Grade 6	2555.2	2602.0	2584.2	36	55	42.86	20	19	23.81	25	14	19.05	20	12	14.29
All Grades	N/A	N/A	N/A	23	41	32.90	30	25	28.01	27	19	24.43	20	16	14.66

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	28	54	42.17	41	24	38.55	31	21	19.28
Grade 4	25	40	46.97	44	37	28.79	31	23	24.24
Grade 5	34	45	36.49	38	23	41.89	29	33	21.62
Grade 6	49	58	51.19	28	27	27.38	24	14	21.43
All Grades	34	49	44.30	38	28	34.20	29	23	21.50

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	25	41	33.73	48	44	51.81	27	14	14.46
Grade 4	19	24	33.33	46	56	43.94	35	20	22.73
Grade 5	30	44	22.97	40	31	48.65	30	25	28.38
Grade 6	32	53	42.86	37	31	38.10	32	16	19.05
All Grades	26	41	33.55	43	40	45.60	31	19	20.85

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	31	50	34.94	47	37	56.63	23	13	8.43
Grade 4	29	44	50.00	46	40	30.30	25	16	19.70
Grade 5	29	36	22.97	49	38	51.35	22	26	25.68
Grade 6	25	49	44.05	53	40	39.29	22	10	16.67
All Grades	28	45	37.79	49	39	44.95	23	17	17.26

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	521	547	536	513	483	463
	Elementary	24,944	24,549	24,254	23,560	22,804	22,013	DataQuest Enrollment Data (for school level, by grade)					
	Intermediate	7,512	7,506	7,113	7,157	7,050	6,906						
	High School	15,143	14,881	14,810	14,535	14,369	14,244						
Ethnicity	Hispanic or Latinos of Any	53.5%	53.9%	54.1%	54.0%	53.6%	53.4%	32.4%	33.1%	32.3%	32.9%	32.9%	34.99%
	American Indian or Alaska	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	%	0%	%	%	%	%
	Asian	32.9%	33.1%	33.4%	33.5%	34.2%	34.6%	60.8%	61.2%	61.0%	62.0%	61.1%	58.75%
	Pacific Islander	0.7%	0.7%	0.7%	0.7%	0.6%	0.5%	1.2%	1.3%	1.7%	1.4%	0.8%	0.43%
	Filipino	1.2%	1.2%	1.1%	1.%	1.2%	1.2%	0.6%	0.2%	0.4%	0.2%	0.2%	%
	African American	0.8%	0.7%	0.6%	0.6%	0.6%	0.6%	0.4%	0%	%	0.2%	0.2%	%
	White	9.9%	9.6%	9.0%	8.4%	8%	7.6%	3.3%	3.1%	3.0%	2.7%	3.1%	2.81%
	Two or More Races or Not	0.7%	0.7%	1.0%	0.6%	0.7%	0.9%	1.3%	0.7%	1.3%	0.2%	0.6%	0.65%
English Learners	Percent of English Learners	39.5%	40.9%	42.3%	39.2%	38.5%	36.5%	52%	55%	59%	48%	48.0%	42.8%
FRL Rate	Percent of FRL	71.5%	77.2%	75.3%	68.4%	68.1%		74.9%	80.6%	76.7%	71.5%	71.2%	75.4%

DATA ANALYSIS TOOL

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

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

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.							
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
State standardized assessments* (See State Data Tables for additional details and disaggregated reports)	Percent of students met or exceeded standards in English Language Arts	improve	Overall 49% ES (6) 49% IS (8) 54% HS (11) 62%	Overall 55% ES (6) 56% IS (8) 58% HS (11) 66%	Overall 58% ES (6) 59% IS (8) 59% HS (11) 67%	59%	70%	71.43%
	Percent of students met or exceeded standards in Math	improve	Overall 39% ES (6) 40% IS (8) 43% HS (11) 35%	Overall 45% ES (6) 49% IS (8) 49% HS (11) 39%	Overall 47% ES (6) 47% IS (8) 49% HS (11) 42%	53%	66%	60.91%
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%	35%	31.7%	64.7%
	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%	55%	56.7%	66.3%
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	2.82	2.82	3.18
	D/F Rate ⓘ (All courses, Spring Semester 2015)	Ds	improve	IS 7.87% HS 10.21%	IS 7.49% HS 8.82%	IS 6.95% HS 8.78%	9.7%	9.68%	5.80%
		Fs	improve	IS 5.59% HS 7.55%	IS 5.51% HS 5.90%	IS 5.53% HS 5.96%	5.6%	6.8%	1.93%
Other Data								

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**

ⓘ 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%	30%	37%	34.49%
	Percent of students met or exceeded standards in Math	improve	Overall 16% ES (6) 14% IS (8) 14% HS (11) 10%	Overall 21% ES (6) 21% IS (8) 17% HS (11) 8%	Overall 18% ES (6) 16% IS (8) 15% HS (11) 14%	30%	39%	23.66%
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%**	66.2%	67.8%	44%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	maintain/ improve	5.9%	9.6%	10.1%	17/5.6%	64/20.4%	45/18.1%
District Assessments (EL subgroup)	Percent of students at or above proficient on district	improve	Overall 15% ES 10%	Overall 13% ES 8%	Overall 22% ES 23%	14%	13.0%	24.2%

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
	benchmarks in English Language Arts		IS 28% HS 25%	IS 28% HS 24%	IS 25% HS 20%			
	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%	48%	46.0%	61.8%
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	2.28	2.25	2.89
	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%	15.2%	16.04%	6.25%
		Fs	improve	IS 10.28% HS 12.55%	IS 9.90% HS 11.3%	IS 10.10% HS 11.24%	10.5%	10.12%	0.00%
Other Data								

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Annual Survey (Grades 3-12) (Described as a composite scores by domain & percent of favorable responses) NOTE: There was a change in response scale from high of 4 to high of 5. Refer to "Two-Year Report" for review of individual items.	Self-Management/Self-Regulation	≥ 3.0	ES 3.22/86% IS 3.08/84% HS 3.01/83%	ES 3.86/92% IS 3.78/91% HS 3.70/89%	ES 3.95/93% IS 3.80/92% HS 3.69/93%	3.25/88%	3.90/92.01%	3.93/92.95%
	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%	3.10/81%	3.97/92.10%	4.06/93.52%
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	3.02	3.21	3.37

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
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.

GOAL 1 Data Review

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

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	Data shows that the scores have improved on the state assessments and the district assessments (including the EL sub group) in both the ELA and math.
Which prior year action steps have contributed to these areas of strength?	This can be attributed to the lesson studies teachers completed and after school intervention programs that occurred each trimester.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Although growth occurred for all subgroups, a significant gap remains between the EL subgroup and the overall school data.
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.)	Excelsior needs to continue to implement highly effective instructional strategies for both the ELD lesson block and for the ELD learners in classroom instruction, continue teacher professional development through district trainings and on-campus lessons studies, as well as intervention programs.
Other Key Findings: What does your overall data show regarding progress towards goals?	The overall data indicates that Excelsior is showing significant growth in district and state assessments.

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

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

DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)			LCAP EXPECTED OUTCOME	DISTRICT				SCHOOL			
				2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
Attendance Rates*	Attendance Rate		Improve	96.76%	96.76%	96.70%	96.58%	97.74%	97.62%	97.42%	97.16%
	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	4.90%
		CORE Calculation Method: For students enrolled at least 45 days, aggregated across schools attended, assigned to last school of attendance		5.0%	7.0%	6.0%	N/A	3.00%	3.00%	5.00%	N/A
Truancy Rate	Truancy Rates		Improve	22.46%	22.13	21.92%	N/A	4.79%	5.85%	6.64%	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	6.60%	3.10%	4.10%	N/A
		Annual adjusted grade 9-12 dropout rate	Improve	2.5%	2.1%	1.6%	N/A	1.70%	0.70%	0.70%	N/A
Graduation Rates*	Graduation Rate		Improve	89.2%	89.7%	89.4%	N/A	92.50%	96.00%	95.90%	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	3.04	3.02	3.21	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	3.32	3.34	3.44	3.58
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	3.23/81%	3.99/86.89%	3.02/57.67%
	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	3.38/92%	4.28/95.77%	4.31/94.99%
	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	3.39/91%	4.24/96.63%	4.37/96.79%
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%	3.08/84%	4.07/93.97%	4.12/93.91%
	Emotional Care	≥ 3.0	ES 3.02/74% IS 2.98/77% HS 3.00/80%	ES 3.96/73% IS 3.82/63% HS 3.81/64%	ES 4.00/88% IS 3.84/90% HS 3.83/92%	3.00/74%	3.99/87.68%	4.01/89.93%
	Sense of Belonging & School Connectedness	≥ 3.0	ES 3.29/84% IS 3.00/80% HS 2.87/76%	ES 4.19/81% IS 3.84/65% HS 3.68/56%	ES 4.18/93% IS 3.81/90% HS 3.67/88%	3.40/88%	4.18/92.64%	4.23/94.00%

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	3.34	3.44	3.58
Other Data								

ⓘ Elementary Schools: Starting with 2016-17, the "School Data" shown in the table represents students in secondary schools who formerly attended your school in sixth grade.
<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%	3.40/72%	4.23/96.14%	4.31/96.88%
	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%	2.83/67%	3.58/81.66%	3.65/84.09%
	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%	3.34/89%	3.98/88.96%	3.99/90.11%
		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%	2.69/58%	2.70/77.18%	2.37/41.70%
	Facilities Maintenance	Clean	≥ 3.0	ES 2.79/68% IS 2.64/62% HS 2.52/57%	ES 3.29/76% IS 3.22/79% HS 3.00/71%	ES 3.32/77% IS 3.28/80% HS 3.06/73%	2.69/61%	3.28/76.00%	3.04/68.63%
		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%	3.11/83%	3.28/81.42%	3.21/76.32%

SCHOOL GOAL 2C: CLIMATE		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
DATA TO INFORM PROGRESS TOWARDS GOAL (Those marked with an asterisk (*) are required by LCAP regulations)		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspension rates*	Suspension Rate	≤ 3.5%	2.2%	3.5%	3.2%	1.77	0.53	1.2
Expulsion rates*	Expulsion Rate *Not reported if ten or fewer students*	≤ 0.1%	No Report	0.10%	.03%	No Report	No Report	No Report
Parent involvement rates*	The school offers the following programs:	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. Parents have the opportunity to become a part of activities through the SSC, ELAC, and PTA committees. They submit their names and then the parents vote for the positions open. We run elections for the SSC and ELAC committees in the fall and for PTA in the spring. Any questions are directed to Mrs. Mershon @ 714-663-6106.					
	The school has representative(s) that regularly attends: X Parent Task Force 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	3.47	4.30	4.31
	Adult Climate Overall	≥ 3.0	3.34	4.01	4.21	3.51	4.33	4.39
Survey (Staff)* (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	3.33	4.25	4.25	3.63	4.42	4.33
	School Staff Climate Overall	≥ 3.0	3.31	4.14	4.11	3.6	4.38	4.28
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?	From the Annual Survey, Excelsior students exceed the district average in areas of work habits, self-efficacy, & citizenship. The bullying item on the annual survey data has dramatically improved.
Which prior year action steps have contributed to these areas of strength?	This can be attributed to continued school character education through school assemblies and classroom instruction.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Though the student survey shows that bullying on campus has decreased, 41% of students in 3rd-6th grade still think that bullying is a problem on campus.
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.)	Data indicates that Excelsior should continue to instruct on how we can create a bully-free zone.
Other Key Findings: What does your overall data show regarding progress towards goals?	Overall, the data shows that Excelsior students, staff, and parents feel that students are capable of learning and they have a sense of belonging to the school.

| 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	48.8%	58%	56%	
	a-g Rate (DataQuest)		Maintain/ Improve	54.4%	53.8%	51.6%	N/A	51.90%	47.90%	49.50%	N/A
Early Academic Progress (EAP)*	EAP College Ready Rates:	ELA	Maintain/ Improve	28%	28%	32%	36%	26%	32%	33%	40.0%
		Math	Maintain/ Improve	11%	12%	15%	17%	12%	12%	15%	15.0%
	EAP Conditionally-Ready Rates:	ELA	Maintain/ Improve	16%	34%	34%	32%	15%	34%	34%	33.0%
		Math	Maintain/ Improve	39%	23%	24%	26%	30%	22%	20%	26.0%
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	880	870	899	922
		Reading	Maintain/ Improve	38.8	38.8	444	N/A	40%	39%	455	467
		Writing	Maintain/ Improve	38.2	37.7			39%	38%		
		Math	Maintain/ Improve	40.2	40.7	449	N/A	40%	40%	444	455
	Average SAT Scores (New SAT	Total Score	Maintain/ Improve	N/A	N/A	N/A	**1,076**				1084
		Critical	≥ 480	477	478	475	**537**	479	475	475	544

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		482	476	476	
		Math	≥ 530	508	506	497	**539**	505	499	499	539
	Average ACT Scores	Reading	≥ 20	21	21	21	N/A	24%	23%	23%	21
		English	≥ 20	20	20	21	N/A	27%	22%	23%	21
		Math	≥ 20	22	22	23	N/A	23%	23%	24%	22
		Science	≥ 20	21	21	21	N/A	1170	22%	22%	21
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%	27%	30%	31%	33.21%
	AP Test Takers (test takers/9-12 enrollment)		maintain or increase	3093 20.8%	3067 20.7%	3518 24.1%	3766 26.99%	23%	26%	29%	29.93%
	Total AP Exams		N/A	6339	6160	7009	7471	1170	1191	1449	1383
	AP Pass Rate* (exam scores 3, 4, 5)		maintain or improve	61.1%	61.4%	62.6%	64.19%	58%	67%	64.80%	69.56%
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%	70%	69%	72%	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%	30%	24%	27%	27%
	At 2-Year College or University	maintain or improve	41%	42%	42%	44%	40%	45%	45%	46%
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%	86%	88%	91%	89%
	At 4-Year College or University	maintain or improve	98% (2012)	97% (2013)	96% (2014)	97%	97%	94%	97%	96%
	At 2-Year College or University	maintain or improve	83% (2012)	83% (2013)	85% (2014)	85%	81%	84%	87%	85%
Future Educational Goals Annual Survey (Grades 3-12)	4-Year or Advanced Degree	maintain or improve	N/A	84%	83%	82%	N/A	0.85	83.71%	79.92%
	2-Year	N/A	N/A	6%	7%	7%	N/A	0.0416	7.62%	8.61%
CTE Pathways			137	140	244	333			25	58
Industry Certification			N/A	N/A	N/A	664				126
Articulation			447	478	496	1072			86	138
Internship/Work-Based Learning experience			N/A	N/A	N/A	12				2
Alumni Groups: Surveys & Focus Groups										
Other Data Note: Student tracker data not yet available										

GOAL 3 Data Review

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

Key Questions	Analysis
Highlight Strengths: Which data reflected strengths for your school?	Goal 3 data reflects high school data and is reflective of the high school that most Excelsior students attend. Data indicates that students exceeded that data average on the AP class enrollment.
Which prior year action steps have contributed to these areas of strength?	Our school focused on the skills of answering and asking questions by giving evidence which will help to contribute to the students success seen in the high school level.
Highlight Areas for Growth: Which data reflected areas of growth needed for your school?	Goal 3 data reflects high school data and is reflective of the high school that most Excelsior students attend. Data indicates that less students that the district average enrolled in 4 year colleges.
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.)	Excelsior will continue to have a career day to help students consider their future and will add a focus on college possibilities.
Other Key Findings: What does your overall data show regarding progress towards goals?	The overall data indicated that students are continuing to aspire, explore, and participate in measures preparing for post-secondary opportunities.

School Plan for Student Achievement Annual Evaluation

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

Section	Annual Evaluation Summary Description Use the guiding questions above and provide a summary response for each area of evaluation.
Plan Priorities	1. close performance gap between EL sub group and the overall school in ELA and Math. 2. develop scholarly habits and motivation strategies 3. decrease bullying or the perception of bullying on campus
Plan Implementation	1. continue to offer intervention opportunities 2. provide teacher professional development of effective instruction and strategies 3. purchase of technology to support learning 4. continue to develop personal skills of students through assemblies and school character program development
Strategies and Activities	1. lesson studies, teacher institutes and professional development 2. assemblies, awards & acknowledgment, books
Involvement/ Governance	1. SSC heard teacher suggestions, review data during a meeting and review the current school plan. 2. At SSC meetings principal shared updates as to purchases made and updated data.
Outcomes	Met: Teacher training (1 lesson study each trimester occurred), improvement on student survey on bullying met (both assemblies brought in and conducted by principal), After school program occurred each trimester, reaching about 100 students each time).

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.					0
1b	Lesson Study	trimesterly	Principal, leadership team	substitutes, materials & supplies		5200
1c	Curriculum materials & supplies	ongoing	Principal, teachers, clerk	materials & supplies	2000	$14,358
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).	Trimesterly	Principal	Staff Development set-aside (TI)		
2a	Lesson study meetings	monthly	Principal, TOSA	substitutes		
2b	Data Analysis	trimesterly	Principal, TOSA	substitues		3500

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
3	**Extended Learning/Tutoring:** Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].	trimesterly	Principal, Intervention coach	teacher extra duty	16000	
3a	**Program Title or Focus:** Academic Intervention **Brief Description:** Supporting ELA and/or math **Estimated # students served:** 50 each trimester		Principal	**Staffing:** teachers, instructional aides, tech assistant **Materials/Supplies:** Wonders and wonder works, GATE read naturally, Pearson math materials, Imagine Learning, SIPPS	8000	
3b	**Program Title or Focus:** Robotics/STEAM **Brief Description:** Students will participate in STEAM enrichment programs that may include robots or engineering experimentation. **Estimated # students served:** 20 students per trimester		Principal	**Staffing:** teachers **Materials/Supplies:** robots, other technology supports		

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
3c	**Program Title or Focus:** VAPA (Visual & Performing arts) **Brief Description:** Through art, music or drama classes, students will develop their skills. Students will show or present their learning to their peers/parents. **Estimated # students served:** 30 students per trimester		Principal	**Staffing:** teachers **Materials/Supplies:** art supplies, music instruments, music stands, sound equipment, staging materials and props		100
3d	**Program Title or Focus:** Soccer and character **Brief Description:** **Estimated # students served:** 30-50		Principal	**Staffing:** teachers **Materials/Supplies:**		
3e	**Program Title or Focus:** Imagine Learning **Brief Description:** Online program that serves the English learners at levels 1 and 2 of their proficiency **Estimated # students served:**		Principal	**Staffing:** teachers, instructional aides, tech assistant **Materials/Supplies:** subscription 20 student places		$2000

SCHOOL GOAL 1A: ACADEMIC CONTENT	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.					
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON(S) RESPONSIBLE**	**BUDGETED EXPENDITURES**	**FUNDING SOURCE**	
					2018-19 TITLE I	**2018-19 SITE-LCFF**
3f	**Program Title or Focus:** Book Club/Battle of the Books **Brief Description:** Students will read books, discuss, and then compete against each other and or other schools on the content of the books. **Estimated # students served:** 20		Principal	**Staffing:** teachers/librarian **Materials/Supplies:** books		$250
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.)	Trimesterly	Principal, Clerk	materials, science and math materials, technology	16254.79	6350
4a	copier maintenance/ contract repairs	annually	principal, clerk	contracts		6000
4b	Kindergarten full day	fall	Principal, Clerk	kindergarten supplies & furniture		$500
4c	Technology	fall	Principal, Clerk	tablets, carts, accessories, projectors, printers	$16282	
4d	Math & Science program	annually	Principal, Clerk	supplies and materials		$500
4e	Electrical for wall mounted projectors	spring	Principal	supplies and materials for the electrical	5000	

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
				needs		
4f	Elmos	spring	Principal	elmos	3800	
4g	Technology	spring	Principal	additional wall mounted projectors	12000	
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).			3% Contingency set-aside (TI)	2,489	3658
5a	Instructional aides	ongoing	Principal		23718	
5b	Computer Tech	ongoing	Principal		18537	
6	**Assessment and Data Analysis:** Use multiple types of assessments to measure achievement and use data to inform instruction.					
6a	Testing clerk	ongoing	Principal			8154
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	ongoing	principal			
				TOTAL BUDGET PLANNING	116,080.79	48,220

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
1	**Support for English Learners (EL) - English Language Development:** Provide English Learners with an English language development program designed to meet their instructional needs. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the Board Approved Plan to support English Learners and the preservation of heritage language.	trimesterly	principal	data analysis		
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.	trimesterly	principal	data analysis, student meetings		
3	**Writing Strategies:** Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.					
				TOTAL BUDGET PLANNING		

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-	trimesterly	principal, teachers	books, materials & supplies	$500	

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**
	regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.					
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.				17000	
2a	United Streaming/Discovery Streaming	ongoing	Principal Clerk	subscription		$1000
2b	Renaissance Learning (Accelerated Learning)	ongoing	Principal, Clerk	subscription		$6410
2c	document cameras/elmos	Sept	Principal, Clerk	10		$500
2d	CUE conference	March	Principal	conference entrance fees, and accomodations		$2000
2e	tech device covers, chords, and connectors.	ongoing	Principal			$1000
2f	charging stations	ongoing	Principaql			$350
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.				500	1000
3a	Library media tech	ongoing	Principal			9132
				TOTAL BUDGET PLANNING	18,000	21,392

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

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**Practices that Build Motivation:** Encourage a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals. Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.	Spring	Principal	books, materials & supplies	560	
2	**Incentives:** Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	Fall, Winter, Spring	Principal, office	awards, materials & supplies		200
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).					
4	**Attendance:** Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.					
				TOTAL BUDGET PLANNING	560	200

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

					FUNDING SOURCE	
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	2018-19 TITLE I	2018-19 SITE-LCFF
1	**Support Services/Counseling/Mental Health:** Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.	Through out the year	principal, teachers	counseling		
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.)	fall, winter, spring	Principal, teachers	opportunities		1438
3	**Anti-Bullying/Internet Safety:** Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.	Fall, Winter, Spring	Principal	books, materials		475
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.					
				TOTAL BUDGET PLANNING		1,913

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	PERSON RESPONSIBLE	BUDGETED	FUNDING SOURCE

		TARGET DATES		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.	ongoing	principal	materials/supplies		225
1a	Community Liaisons	ongoing	principal			38652
1b	Health Aide conference	4 sessions throughout year	principal, health aide	conference registration and mileage		$200
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.			Parent Education set-aside (TI)	830	
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.					
4	**Facilities Maintenance:** Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)					
4a	Playground	one time	Principal, Clerk	playground equipment		
4b	flexible learning furniture	ongoing	Principal, clerk	furniture		$500
5	**Campus Safety:** Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement					

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**
	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.					
5a	Recess/Noon duty pay	ongoing	principal	pay		1000
5b	Walkie-Talkies					$
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.					
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.					
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.					
				TOTAL BUDGET PLANNING	830	40,577

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

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					2018-19 TITLE I	2018-19 SITE-LCFF
1	**College/Career Events:** Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.	Spring	Principal	materials and supplies		
2	**Student Mentoring:** Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.					
3	*(Secondary Focus)* **College/Career Ready Students and a-g Focus:** Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses.					
4	*(Secondary Focus)* **Course Rigor and Advanced Placement (AP)** Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.					
5	*(Secondary Focus)* **College Entrance and Readiness:** Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses					

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS	District-wide data that are predictive of success after high school will improve annually.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
	to all 11th grade students (at a reduced rate) and promote free online SAT preparation.					
				TOTAL BUDGET PLANNING		

SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS	College and career entrance and completion rates will improve annually.					
					FUNDING SOURCE	
#	**ACTION STEPS**	**TIMELINE AND TARGET DATES**	**PERSON RESPONSIBLE**	**BUDGETED EXPENDITURES**	**2018-19 TITLE I**	**2018-19 SITE-LCFF**
1	**Student Tracker:** Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.					
2	**College Career Pathways/Options:** Provide opportunities for student to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.	ongoing	Principal, teachers	college spirit days, career day		$300
3	**Alumni Engagement:** Provide opportunities for alumni engagement and alumni outreach.					
				TOTAL BUDGET PLANNING		300

Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	116,080.79
SITE-LCFF	48,220
Total	164,300.79

SCHOOL GOAL 1B	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 1C	
TITLE I	18,000
SITE-LCFF	21,392
Total	39,392

SCHOOL GOAL 2A	
TITLE I	560
SITE-LCFF	200
Total	760

SCHOOL GOAL 2B	
TITLE I	
SITE-LCFF	1,913
Total	1,913

SCHOOL GOAL 2C	
TITLE I	830
SITE-LCFF	40,577
Total	41,407

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	
Total	

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	300
Total	300

Total Allocation	
TITLE I	135470.79 Includes Extended Day Allocation of $20481
SITE-LCFF	112,602

Total Expenditures	
TITLE I	135,470.79
SITE-LCFF	112,602

Balance	
TITLE I	0
SITE-LCFF	0

GARDEN GROVE
UNIFIED SCHOOL DISTRICT

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.
At the beginning of the school year a calendar is given to all families. This calendar includes all Pastries with Parents meetings, Back to School Night, and Open House. In addition to this, the school sends an electronic bi-monthly newsletter with information on meetings (PTA, Pastries with parents, and SSC/ELAC) as well as parent/family events. Our website also includes parent events and parent meeting notices. Flyers and school messengers are used as well to notify families of upcoming meetings and events.

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

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

The school developed the policy with parent input gathered through Pastries With Parent meetings, the annual survey, ELAC meetings and School Site Council meetings.

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.

Parents are invited to participate in our Family Education nights put on each trimester. Families are also invited to participate in the Olivecrest Parent Classes, put on at Excelsior. The annual parent survey provides parents an opportunity to provide input into parent involvement needs. These results are shared with the staff and parents, which guide the action planning process for Excelsior.

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

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

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

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

Parent nights put on by the District about the content standards are advertised to our families. At our monthly Pastries with Parents meetings, topics cover content standards. Teachers also use the Back to School Night and the parent teacher conferences to explain curriculum and standards to parents.

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 invited parents to participate on the School Site Council and other parent committees.

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

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

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

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

SCHOOL-PARENT COMPACT

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

[Upload a copy of the compact to DTS.]

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

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

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

SECTION C: OVERVIEW OF CATEGORICAL SERVICES

DIRECT SERVICES (K-12)

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

INDIRECT SERVICES (K-12)

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

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

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

SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN

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

	SITE LEVEL SERVICES			CENTRALIZED SERVICES	
STATE FUNDED PROGRAMS	**Site – Local Control Funding Formula (LCFF)** Purpose: Support high need students, low Income, English Learners, foster and homeless youth.	$-	**FEDERALLY FUNDED PROGRAMS**	**Title II, Part A: Teacher and Principal Training and Recruiting** Purpose: Improve and increase the number of highly qualified teachers and principals.	X
	After School Education and Safety Grant (ASES) Purpose: Provides safe, constructive, and educationally enriching programs for students during non-school hours.	$112,500		**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
				Title III, Part A: Immigrant Students Purpose: Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.	X
FEDERALLY FUNDED PROGRAMS	**21st Century After School Safety and Enrichment for Teens (ASSETs) OR CLCC** Purpose Provides academic enrichment opportunities and supportive services in before or after school programs.	$			
	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.	$80,417			

SECTION D: 2018-2019 CAPITAL OUTLAY AND EQUIPMENT

Excelsior Elementary

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D)		Quantity (E)	Total Cost (F)
			Goal Area	Action Step Category		
4400	projectors	Title I	1C	2	10	$16000
4400	elmo/digital cameras	Title I	1C	2	4	$8000
4400	tablets	Title I	1C	2	10	$7000
4400	printers	Title I	1C	2		
4400	Playground equipment	Title I				$25000
4400	laptops	Title I	1c	2	5	15000

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for categorical positions
Library Media Tech	21.0875%	1	Title I	XSite LCFF	1C3
Instructional Aide	37.5%	2	Title I	XSite LCFF	1A5
Community Liaison	43.75%	2	Title I	XSite LCFF	2C2
Technology Asst.	50%	1	Title I	XSite LCFF	1C2
School Testing Asst.	19.69%	1	Title I	XSite LCFF	1A6
Instructional Aide	18.75%	1	Title I	XSite LCFF	1A5
			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.**
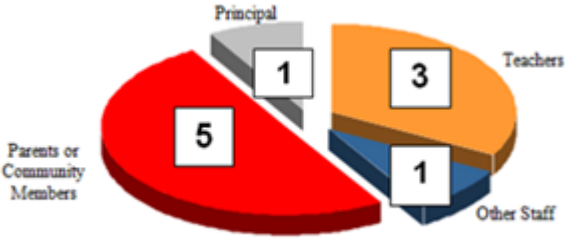
Excelsior Elementary
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)
*RECORDS MUST BE RETAINED FOR 3 YEARS

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.

Excelsior Elementary
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.	Sarah Mershon
	Teachers
2.	Heidi Tran
3.	Shana Brown
4.	April Rulon
	Other Staff
5.	Beverley Lazenby

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Danny Huynh
2.	Soccorro DeLa Torre
3.	Judy Juarez
4.	Doan Juynh
5.	Caroline Ton

NOMINATION PROCESS: CHECK ONE

GROUPS		HOW WERE NOMINATIONS MADE?	DATE
1.	Teachers	Nomination Ballot or XVerbal at meeting	8/27/18
2.	Other Staff	Nomination Ballot or XVerbal at meeting	8/27/18
3.	Parents	XNomination Ballot or Verbal at meeting	8/30/18

VOTING PROCESS: CHECK ONE

GROUPS		HOW DID VOTING OCCUR?	DATE
1.	Teachers	Voting ballot or XHand Vote and Tally	8/27/18
2.	Other Staff	Voting ballot Ballot or X Hand Vote and Tally	8/27/18
3.	Parents	X Voting ballot Ballot or Hand Vote and Tally	9/6/18

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

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

SCHOOL COMMITTEES

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

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

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

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

Excelsior Elementary
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.

Excelsior Elementary
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.	Sarah Mershon	1. Elida Vicente	Gloria & Dulce Perez-Vicente
2.	Beverley Lazenby	2. Emily Bui	Danny Truong
3.	Maddy Tran	3. Nora Vergara	Isaac Cruz

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

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of ELs serving on ELAC	≥	% of EL students at the school
3	÷	6	=	50%	≥	40%

* 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.
	9/12/18

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

SECTION F: PLAN APPROVAL PAGE

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

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

     X   English Learner Advisory Committee

                Community Advisory Committee (CAC) for Special Education Programs

                Gifted and Talented Education Program Advisory Committee

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

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

This school plan was adopted by the school site council at a public meeting on: May 1, 2019

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Sarah Mershon		5/9/18
Teacher	Nhi Chu		5/9/18

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Parent	Hanh Ho		5/9/18
Parent	Danny Huynh		5/9/18
Parent	Socorro DeLa Torre		5/9/18
Parent	Caroline Ton		5/9/18
Teacher	April Rulon		5/9/18
Teacher	Jenny Roberge		5/9/18
Classified	Beverley Lazenby		5/9/18
Parent	Kein Truong		

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
	Nhi Chu		5/9/18
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Socorro Delatorre		
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Beverley Lazenby		5/9/18
PRINCIPAL	Typed Name of Principal	Signature	Date
	Sarah Mershon		5/9/18