

# 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 March 31, 2016	X
Complete SPSA	Due May 20, 2016	X
Updated Budget Info	Due February 17, 2017	

FOR DISTRICT OFFICE USE ONLY	
May 20, 2016 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

FOR DISTRICT OFFICE USE ONLY	
February 17, 2017 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



# 2016-2017

## Single Plan for Student Achievement

### For

# Bolsa Grande High School

#### GGUSD Mission

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

SSC Approved: 2/10/16

#### GGUSD Vision

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

Board Approved: March 15<sup>th</sup>, 2016

**CONTENTS OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT  
NCLB COMPLIANCE/PLAN COMPLETION**

- 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
  - XProgram Improvement: Year 4
  - Complete Sections A-F and Program Improvement Requirements

**The following Plan components required by NCLB section 1114(b)(1)  
are addressed in the Single 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) Comprehensive Needs Assessment**

**Data Analysis**

- Academic performance data to determine student needs
- Performance data for all students and subgroups are used to develop the instructional support program
- California English Language Development Test (CELDT) data
- Benchmark exams

**Program Analysis**

- The relationship between professional development and success of implementation of core programs or interventions
- Evidence of implementation of monitoring activities in SPSA
- After school program data

**Needs Assessment**

- School climate and safety data, including Strategic Plan Survey Data.
- Parent Needs Assessment
- Input from stakeholders (advisory committees, parents, community, etc.)

**(2) Goal Statements**

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

**(3) Action Plan/ 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 scientifically 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 qualified teachers
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract highly qualified 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 – detailed in Section B (N/A for intermediate and high schools)
- 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

**(4) 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

**SECTION B**

**Safe Schools Plan**

- Includes plans for both required components: 1) People and Programs [School Climate] and 2) Places [Physical Environment]

**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 parent involvement policy

**SECTION C**

**Centralized Services and Support**

- 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**

- Describes funding source and justification for capital outlay expenditures

**Categorical Personnel**

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

**Budget Narrative (Preliminary and Final)**

- 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, English Learner Advisory Committee, and School Advisory Committee**

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

**SECTION F**

**Recommendations and Assurances**

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

**GUIDELINES FOR MODIFICATIONS TO THE PLAN**

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

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

**PROCEDURES FOR MID-YEAR REVISIONS**

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

## PROGRAM IMPROVEMENT REQUIREMENTS

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

Required PI Plan Elements	Section(s) addressed in Plan
<b>1. Scientifically-based Research</b> – Strategies based on scientifically-based research that will strengthen the core academic subjects in school and address the specific academic issues that caused the school to be identified for PI.	Section A (3)
<b>2. Successful Policies and Practices</b> – Adoption of policies and practices concerning the schools core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Section A (3)
<b>3. Professional Development (PD)</b> A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	Section D
PD meets requirements of NCLB section 1119 (qualifications for teachers and paraprofessionals).	Section A (3)
PD affords increased opportunity for participation.	Section A (3)
PD directly addresses the academic achievement problem that caused the school to be identified for PI.	Section A (3)
<b>4.</b> How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
<b>5.</b> Description of <b>Specific, Annual Measurable Objectives</b> – Developed for each of the student subgroups and in accordance with the state’s measure of AYP.	Section A (2)
<b>6. Parent Notification</b> – Description of how the school will provide written notice about the identification of the school for PI in understandable language and format. The district will mail a parent notification regarding Program Improvement status, which includes all required elements.	Section B
<b>7. Shared Responsibility for Improvement</b> – Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	Section A Section C
<b>8. Parent Involvement</b> – Strategies to promote effective parental involvement.	Section B
<b>9. Extended Learning</b> – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (3)
<b>10. Incorporation of a Teacher Mentoring Program</b> – See NCLB Title IX Part A, §9101(42) for definition of “Teacher Mentoring Program.”	Section A(3) & C

### To be included with SPSA for Title I PI Schools

**STATE DATA TABLES  
SECTION A**

**Academic Performance Index by Student Group**

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	1,505	1,409		83	81		8	11		835	756	
<b>Growth API</b>	826	831		815	800			777		886	896	
<b>Base API</b>	820	826		792	816		741			879	887	
<b>Target</b>	A	A								A	A	
<b>Growth</b>	6	5								7	9	
<b>Met Target</b>	Yes	Yes								Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	550	532		763	705		1,078	1,088		138	134	
<b>Growth API</b>	738	744		756	768		822	827		537	540	
<b>Base API</b>	739	739		761	757		815	823		563	545	
<b>Target</b>	5	5		5	5		A	A		12	13	
<b>Growth</b>	-1	5		-5	11		7	4		-26	-5	
<b>Met Target</b>	No	Yes		No	Yes		Yes	Yes		No	No	

**English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	99	99	99	100	100	100	100	100	100	99	99	100
<b>Number At or Above Proficient</b>	296	366	256	19	19	14	--		--	185	236	169
<b>Percent At or Above Proficient</b>	60.5	69.8	58.6	61.3	65.5	60.9	--	--	--	73.1	83.1	72.5
<b>AYP Target: ES/MS</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
<b>AYP Target: HS</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	Yes	No	--	--	--	--	--	--	No	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	100	98	99	99	98	99	99	99	99	99	95	94
<b>Number At or Above Proficient</b>	86	106	65	100	125	84	209	287	209	4	7	4
<b>Percent At or Above Proficient</b>	44.8	52.7	38.9	40.0	50.6	37.5	58.7	69.3	56	8.3	14.9	10.3
<b>AYP Target: ES/MS</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
<b>AYP Target: HS</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	Yes	No	No	Yes	No	No	Yes	No	--	--	--



**Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	100	99	100	100	100	100	100	100	100	100	100	100
<b>Number At or Above Proficient</b>	341	384	315	19	20	13	--		--	218	251	204
<b>Percent At or Above Proficient</b>	69.6	73.1	71.6	61.3	69.0	56.5	--	--	--	85.8	88.1	87.6
<b>AYP Target: ES/MS</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
<b>AYP Target: HS</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	Yes	No	--	--	--	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	100	98	100	100	98	100	100	99	100	100	97	98
<b>Number At or Above Proficient</b>	98	110	89	146	148	131	246	296	265	6	8	7
<b>Percent At or Above Proficient</b>	51.0	54.7	52.4	58.2	59.9	58	69.1	71.5	70.5	12.5	16.7	16.7
<b>AYP Target: ES/MS</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
<b>AYP Target: HS</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	Yes	No	No	Yes	No	No	Yes	No	--	--	--

**CELDT (Annual Assessment) Results**

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	12	8	66	43	54	35	11	7	11	7	154
<b>10</b>	18	14	46	36	40	31	14	11	9	7	127
<b>11</b>	23	22	48	46	20	19	10	10	3	3	104
<b>12</b>	32	28	40	34	31	27	9	8	4	3	116
<b>Total</b>	85	17	200	40	145	29	44	9	27	5	501

**CELDT (All Assessment) Results**

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	16	9	69	41	55	32	12	7	18	11	170
<b>10</b>	18	13	47	33	41	29	17	12	18	13	141
<b>11</b>	24	21	48	42	21	18	12	10	10	9	115
<b>12</b>	32	25	42	32	34	26	11	8	11	8	130
<b>Total</b>	90	16	206	37	151	27	52	9	57	10	556

**Title III Accountability (School Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	543	492	501
Percent with Prior Year Data	99.6%	99.6%	100.0%
Number in Cohort	541	490	501
Number Met	344	310	333
Percent Met	63.6%	63.3%	66.5%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	145	414	141	378	144	379
Number Met	49	238	43	215	49	228
Percent Met	33.8%	57.5%	30.5%	56.9%	34.0%	60.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	--
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	--

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	17,314	16484	16,020
Percent with Prior Year Data	99.9	100.0	99.9
Number in Cohort	17,291	16478	16,009
Number Met	10,053	10218	10,102
Percent Met	58.1	62.0	63.1
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	11,789	8,121	11237	7753	10,925	7,466
Number Met	2,597	4,427	2676	4436	2,752	4,416
Percent Met	22.0	54.5	23.8	57.2	25.2	59.1
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

**CAASPP Results (All Students)**

**English Language Arts/Literacy**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	448	438	97.8	437	<b>2621.5</b>	32	34	22	13
All Grades	448	438	97.8	437		32	34	22	13

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	34	49	18	46	39	16	19	66	15	44	46	9
All Grades	34	49	18	46	39	16	19	66	15	44	46	9

**CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	448	441	98.4	441	2600.5	15	29	27	29
All Grades	448	441	98.4	441		15	29	27	29

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	29	40	32	18	58	24	20	61	19
All Grades	29	40	32	18	58	24	20	61	19

## 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		
		2013	2014	2015	2013	2014	2015
<b>Total Enrollment</b>	Overall	47,599	46,936	46,177	2012	2003	2,054
	Elementary	24,944	24,549	24,254	<a href="#">DataQuest Enrollment Data</a> (for school level, by grade)		
	Intermediate	7,512	7,506	7,113			
	High School	15,143	14,881	14,810			
<b>Ethnicity</b>	Hispanic or Latinos of Any Race	53.5%	53.9%	54.1%	35.74%	38.39%	38.1%
	American Indian or Alaska Native	0.2%	0.1%	0.1%	1%	0.05%	0.2%
	Asian	32.9%	33.1%	33.4%	55.27%	53.92%	53.9%
	Pacific Islander	0.7%	0.7%	0.7%	1.09%	0.90%	0.9%
	Filipino	1.2%	1.2%	1.1%	1.09%	0.90%	0.6%
	African American	0.8%	0.7%	0.6%	0.60%	0.40%	0.5%
	White	9.9%	9.6%	9.0%	5.52%	5.19%	4.8%
	Two or More Races or Not Reported	0.7%	0.7%	1.0%	0.60%	0.15%	0.9%
<b>English Learners</b>	Percent of English Learners	39.5%	40.9%	42.3%	24%	26%	26%
<b>FRL Rate</b>	Percent of FRL	71.5%	77.2%	75.3%	78%	84%	81%





**DATA ANALYSIS TOOL**

**Goal One | ACADEMIC SKILLS**

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

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>		Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.							
<b>DATA TO INFORM PROGRESS TOWARDS GOAL</b>		<b>LCAP EXPECTED OUTCOME</b>	<b>DISTRICT</b>			<b>SCHOOL</b>			
			<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	
<b>State standardized assessments*</b> (See State Data Tables for additional details and disaggregated reports)	Percent of students met or exceeded standards in English Language Arts	improve	N/A	N/A	Overall 49% ES (6) 49% IS (8) 54% HS (11) 62%	N/A	N/A	66%	
	Percent of students met or exceeded standards in Math	improve	N/A	N/A	Overall 39% ES (6) 40% IS (8) 42% HS (11) 35%	N/A	N/A	44%	
<b>District Assessments (T3/Q3)</b>	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	N/A	Overall 55% ES 54% IS 70% HS 46%	Overall 43% ES 26% IS 62% HS 60%	N/A	49%	59%	
	Percent of students at or above proficient on district benchmarks in Math	improve	N/A	Overall 51% ES 46% IS 66% HS 52%	Overall 40% ES 40% IS 46% HS 38%	N/A	53%	37%	
<b>Grades/Report Cards</b>	The average GPA for all students	Intermediate $\geq$ 2.8 High School $\geq$ 2.8	IS 2.86 HS 2.66	IS 2.93 HS 2.65	IS 2.94 HS 2.74	2.83	2.81	2.79	
	D/F Rate (All courses, Spring Semester 2015)	Ds	$\leq$ 11%	HS only 10.6%	HS only 10.21%	HS only 9.27%	7.8%	7.7%	8.2%
		Fs	$\leq$ 8%	HS only 7.19%	HS only 7.55%	HS only 6.44%	5.9%	5.8%	6.1%
<b>Other Data</b>									

<b>SCHOOL GOAL 1B: ACADEMIC ENGLISH</b>		English Learners will demonstrate continued growth toward mastery of Academic English and being designated English language proficient.							
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
			2013	2014	2015	2013	2014	2015	
<b>State Standardized Assessments</b> (English learner (EL) subgroup)	Percent of students met or exceeded standards in English Language Arts	improve	N/A	N/A	ES (6) 17% IS (8) 14% HS (11) 15%	N/A	N/A	20%	
	Percent of students met or exceeded standards in Math	improve	N/A	N/A	ES (6) 14% IS (8) 14% HS (11) 10%	N/A	N/A	15%	
<b>CELDT and AMAOs*</b> (See State Data Tables for additional details and disaggregated reports)	Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	≥ 63%	58.1%	62.0%	63.1%	63.6%	63.3%	66.5%	
	Reclassification rates: Number and Percent of Students Redesignated to FEP	≥ 10%	12.1%	10.2%	5.9%	139/22.1%	91/18.7%	35/6.8%	
<b>District Assessments</b> (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	improve	N/A	Overall 19% ES 21% IS 21% HS 8%	Overall 15% ES 10% IS 28% HS 25%	N/A	8%	23%	
	Percent of students at or above proficient on district benchmarks in Math	improve	N/A	Overall 33% ES 33% IS 41% HS 31%	Overall 27% ES 30% IS 19% HS 21%	N/A	33%	18%	
<b>Grades/Report Cards</b> (EL subgroup)	The average GPA for English Learners	improve	IS 2.35 HS 2.11	IS HS 2.09	IS HS 2.18	2.29	2.24	2.24	
	D/F Rate for English Learners (All courses, Spring Semester 2015)	Ds	improve	HS 16.7%	HS 17.43%	HS 15.03%	11.9%	15.3%	13.9%
		Fs	improve	HS 14.0%	HS 15.67%	HS 12.55%	12.0%	12.6%	11.8%
<b>Other Data</b>									

<b>SCHOOL GOAL 1C: SCHOLARLY HABITS</b>		Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.						
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses)	Self-Management/Self-Regulation	≥ 3.0	N/A	N/A	ES 3.22/86% IS 3.08/84% HS 3.01/83%	N/A	N/A	2.99/83%
	Scholarly Habits	≥ 3.0	N/A	N/A	ES 3.16/83% IS 2.90/73% HS 2.79/69%	N/A	N/A	2.78/68%
<b>Work Habits</b>	Work Habits	≥ 3.0	Overall 3.07 IS 3.16 HS 3.02	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	3.13	3.11	3.11
<b>Other Data</b>								

### 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
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school? Which prior year action steps have contributed to these areas of strength?</p>	<ul style="list-style-type: none"> <li>EL subgroup - the D-F rate is trending down</li> <li>EL subgroup scored about 5% higher on the state standardized assessments than the district average</li> <li>Meet or exceeded the district average for all students on the benchmarks and state standardized assessments</li> <li>All student D-F rate is lower than the district average</li> <li>Work habit marks on report cards meet or exceed the district average</li> </ul>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<ul style="list-style-type: none"> <li>EL subgroup D-F rate is much higher than the school's average</li> <li>On the state standardized assessments 66% of whole school meets or exceeds standards in ELA vs. 20% of the EL subgroup meets or exceeds standard in ELA</li> <li>On the state standardized assessments 44% of whole school meets or exceeds standards in Math vs. 15% of the EL subgroup meets or exceeds standard in Math</li> <li>Increase or improve the rate of EL subgroup students meeting or exceeding standards on the state standardized assessments</li> <li>Increase RFEP rate</li> </ul>

<p><b>Other Key Findings:</b>  What does your overall data show regarding progress towards goals?</p>	<ul style="list-style-type: none"> <li>• Overall our school is making or meeting our academic goals for all students</li> <li>• Maintain our current averages</li> <li>• Consider how to communicate to teachers and students the RFEP process to increase RFEP rate</li> <li>• Watch math state standardized assessments data because 2015 trended down but unsure of cause (pilot/new standards/new textbooks/new pacing)</li> <li>• Consider how to communicate to teachers and students how the survey data will be used as it relates to scholarly habits</li> </ul>

## Goal Two | PERSONAL SKILLS

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

<b>SCHOOL GOAL 2A: MOTIVATION</b>		Students will demonstrate continued growth in their attitude towards learning.							
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
			2013	2014	2015	2013	2014	2015	
<b>Attendance Rates*</b>	Attendance Rate	≥ 96%	96.74%	96.94%	96.76%	97.30%	97.35%	96.97%	
	Chronic Absenteeism Rate	≤ 3%	2.12%	2.15%	2.11%	0.40%	0.45%	1.27%	
<b>Truancy Rate</b>	Truancy Rates	≤ 21%	2.7% (2012)	22.46% (2013)	22.13% (2014)	1.40%	35.62%	34.83%	
<b>Dropout Rates*</b>	Middle School Dropout Rate (dropouts/enrollment) District Data Only	Grade 7	≤ 0.5%	24/3736 0.6% (2012)	38/3794 1.0% (2013)	17/3645 0.5% (2014)	N/A	N/A	N/A
		Grade 8	≤ 0.5%	13/3647 0.4% (2012)	11/3718 0.3% (2013)	16/3861 0.4% (2014)	N/A	N/A	N/A
	High School Dropout Rate	Cohorts dropout rate	≤ 10%	10% (2012)	9.1% (2013)	8.0% (2014)	8.7%	6.6%	7.4%
		Annual adjusted grade 9-12 dropout rate	≤ 3%	2.2% (2012)	2.5% (2013)	2.1% (2014)	1.7%	1.6%	1.7%
<b>Graduation Rates*</b>	Graduation Rate	≥ 88%	87.8% (2012)	89.2% (2013)	89.7% (2014)	88.46%	91.76%	91.20%	
<b>Work Habits</b>	Work Habits	≥ 3.0	Overall 3.07 IS 3.16 HS 3.02	Overall 3.10 IS 3.24 HS 3.03	Overall 3.13 IS 3.25 HS 3.06	3.13	3.11	3.11	
<b>Citizenship Grades</b>	Citizenship	≥ 3.0	Overall 3.33 IS 3.42 HS 3.28	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	3.34	3.30	3.35	
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses)	Growth Mindset	≥ 3.0	N/A	N/A	ES 3.17/78% IS 3.07/77% HS 2.94/73%	N/A	N/A	2.90/71%	
	Self-Efficacy	≥ 3.0	N/A	N/A	ES 3.37/91% IS 3.21/88%	N/A	N/A	3.04/82%	

<b>SCHOOL GOAL 2A: MOTIVATION</b>		Students will demonstrate continued growth in their attitude towards learning.						
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
					HS 3.09/84%			
	Expectations	≥ 3.0	N/A	N/A	ES 3.40/91% IS 3.20/89% HS 3.11/88%	N/A	N/A	3.08/87%
<b>Other Data</b>								

<b>SCHOOL GOAL 2B: SOCIO-EMOTIONAL WELLBEING</b>		Students will demonstrate continued growth in their attitude towards themselves and others.						
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
<b>Annual Survey (Grades 3-12)</b> (Described as a composite scores by domain & percent of favorable responses)	Social Awareness	≥ 3.0	N/A	N/A	ES 3.09/83% IS 2.92/77% HS 2.98/81%	N/A	N/A	2.98/81%
	Emotional Care	≥ 3.0	N/A	N/A	ES 3.02/74% IS 2.98/77% HS 3.00/80%	N/A	N/A	3.00/80%
	Sense of Belonging & School Connectedness	≥ 3.0	N/A	N/A	ES 3.29/84% IS 3.00/80% HS 2.87/76%	N/A	N/A	2.82/74%
<b>Citizenship</b>	Citizenship	≥ 3.0	Overall 3.33 IS 3.42 HS 3.28	Overall 3.34 IS 3.47 HS 3.28	Overall 3.37 IS 3.49 HS 3.32	3.34	3.30	3.35
<b>Other Data</b>								

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.							
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL			
			2013	2014	2015	2013	2014	2015	
<b>Annual Survey (Grades 3-12)*</b> (Described as a composite scores by domain & percent of favorable responses)	Climate of support for academic learning	≥ 3.0	N/A	N/A	ES 3.39/90% IS 3.13/86% HS 3.02/83%	N/A	N/A	3.03/84%	
	Discipline & Norms	≥ 3.0	N/A	N/A	ES 2.77/63% IS 2.71/64% HS 2.65/62%	N/A	N/A	2.67/64%	
	Safety	Feeling safe at school	≥ 3.0	N/A	N/A	ES 3.45/91% IS 3.00/80% HS 2.91/79%	N/A	N/A	2.79/83%
		Bullying	≥ 3.0	N/A	N/A	ES 2.93/73% IS 2.74/66% HS 2.94/77%	N/A	N/A	2.92/76%
	Facilities Maintenance	Clean	≥ 3.0	N/A	N/A	ES 2.79/68% IS 2.64/62% HS 2.52/57%	N/A	N/A	2.54/58%
		Well-maintained	≥ 3.0	N/A	N/A	ES 3.17/85% IS 2.88/76% HS 2.67/66%	N/A	N/A	2.70/68%
<b>Suspension rates*</b>	Suspension Rate	≤ 3.6%	3.3%	3.3%	3.0%	4.18	4.69	3.05	
<b>Expulsion rates*</b>	Expulsion Rate <i>Not reported if ten or fewer students</i>	≤ 0.1%	0.05% (2012)	0.002% (2013)	0.008% (2014)	0.14%	0.05%	0.00%	
<b>Parent involvement rates*</b>	The school offers the following programs:  The school has representative(s) that regularly attends:  X Parent Task Force X District English Learner Advisory Committee	Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. Contact the school at 714-663-6424 or <a href="http://www.bolsagrande.org">www.bolsagrande.org</a> or @newsbghs on Twitter or BGHSMatadors on Facebook.							
<b>Survey (Parents)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	N/A	N/A	3.32	N/A	N/A	3.14	
	Adult Climate Overall	≥ 3.0	N/A	N/A	3.34	N/A	N/A	3.16	

<b>SCHOOL GOAL 2C: CLIMATE</b>		Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.						
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
<b>Survey (Staff)*</b> (Described as a composite scores by domain)	Student Climate Overall	≥ 3.0	N/A	N/A	3.33	N/A	N/A	3.37
	School Staff Climate Overall	≥ 3.0	N/A	N/A	3.31	N/A	N/A	3.18
<b>Focus groups/Interviews&amp; Other data</b>								

## GOAL 2 Data Review

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

Key Questions	Analysis
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school? Which prior year action steps have contributed to these areas of strength?</p>	<ul style="list-style-type: none"> <li>Comprehensive Parents United program</li> <li>Monthly student attendance reports that BGHS has the 2nd highest student attendance rate in the district</li> <li>Student surveys report that they believe that teachers/staff/admin have high expectations for students</li> </ul>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<ul style="list-style-type: none"> <li>Growth mindset- perception from students 45% reported that they have to be 'smart' to do well in school</li> <li>Increase parent involvement – number of parents actively checking Aeries and then corresponding or engaging with their student's teachers</li> <li>Make sure all students have access to Aeries and know how to use it to monitor their own progress</li> </ul>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<ul style="list-style-type: none"> <li>Safety, bullying, discipline data is within the range of the district norms, but is an area for us to monitor</li> <li>Training year for PBIS- how can we use this to help grow student perceptions and understanding of scholarly habits (1C) and expectations (2A)</li> <li>Some of the data reported is incorrect (attendance/truancy)</li> </ul>



## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>		District-wide data that are predictive of success after high school will improve annually.							
DATA TO INFORM PROGRESS TOWARDS GOAL			LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
				2013	2014	2015	2013	2014	2015
<b>a-g Rates*</b>	a-g Rate (Students attending all 4 years in GGUSD)		≥ 60%	58.6%	61.1%	62.3%	66.8%	64.6%	71.8%
<b>Early Academic Progress (EAP)*</b>	EAP College Ready Rates:	ELA	≥ 23%	26%	28%	28%	29.0%	35.0%	32.0%
		Math	≥ 13%	14%	11%	12%	22.0%	16.0%	15.0%
	EAP Conditionally-Ready Rates:	ELA	≥ 18%	18%	16%	34%	20.0%	16.0%	34.0%
		Math	≥ 30%	43%	39%	23%	47.0%	45.0%	29.0%
<b>PSAT/SAT/ACT Exams</b>	Average PSAT Scores (10th Grade) Score Reports were redesigned in 2015	Total Score as conversion to SAT-scale	maintain or increase	870	880	893	870	880	893
		Reading	maintain or increase	38.8	38.8	444	38.5	38.6	441
		Writing	maintain or increase	38.2	37.7		37.6	37.9	
		Math	maintain or increase	40.2	40.7	449	40.9	41.5	452
	Average SAT Scores:	Critical Reading	≥ 500	476 (2012)	477 (2013)	478 (2014)	472	473	490
		Math	≥ 500	513 (2012)	508 (2013)	506 (2014)	522	510	521
		Writing	≥ 500	480 (2012)	478 (2013)	478 (2014)	471	476	491
	Average ACT Scores	Reading	≥ 20	21.31 only avg.	21.76 only avg.	21 (2014)	21.23	21	21

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL			LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
				2013	2014	2015	2013	2014	2015
		English	≥ 20	given (2012)	given (2013)	20 (2014)			20
		Math	≥ 20			22 (2014)			22
		Science	≥ 20			21 (2014)			20
<b>Advanced Placement (AP) *</b>	AP Enrollment Rates* (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	3691 26.2%	3514 23.6%	3493 23.6%	28.1%	25.8%	27.2%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3276 21.6%	3093 20.8%	3067 20.7%	25.2%	23.2%	23.8%	
	Total AP Exams	N/A	6562	6339	6160	1040	949	978	
	AP Pass Rate* (exam scores 3, 4, 5)	≥ 57%	58.0%	61.1%	61.4%	61.44%	73.02%	59.00%	
<b>Other Data</b>									

<b>SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
<b>College Enrollment Rates (Fall enrollment immediately after High School)</b>	Overall postsecondary enrollment	≥ 70%	70%	71%	72%	75%	75%	79%
	At 4-Year College or University	≥ 30%	30%	30%	30%	35%	30%	42%
	At 2-Year College or University	≥ 39%	40%	41%	42%	40%	45%	37%

<b>SCHOOL GOAL 3B: COLLEGE/CAREER SUCCESS</b>		College and career entrance and completion rates will improve annually.						
DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
<b>Persistence Rate (Freshman to Sophomore Persistence)</b>	Overall	≥ 85%	90% (2011)	89% (2012)	88% (2013)	90%	93%	90%
	At 4-Year College or University	≥ 95%	97% (2011)	98% (2012)	97% (2013)	99%	92%	99%
	At 2-Year College or University	≥ 80%	86% (2011)	83% (2012)	83% (2013)	86%	90%	83%
<b>Future Educational Goals Annual Survey (Grades 3-12)</b>	4-Year or Advanced Degree	maintain or increase	N/A	N/A	84%	N/A	N/A	4.19
	2-Year	N/A	N/A	N/A	6%	N/A	N/A	87%
<b>CTE Pathways</b>	20+ credits in a sequenced CTE pathway (concentrator + capstone)	maintain or increase	73%	67%	Available in June	TBD	TBD	TBD
<b>Industry Certification</b>	Earn an industry-recognized certificate	maintain or increase	0%	0%	Available in June	TBD	TBD	TBD
<b>Articulation</b>	Completion of 10+ credits in articulated course work	maintain or increase	45%	35%	Available in June	TBD	TBD	TBD
<b>Internship/Work-Based Learning experience</b>	10+ credits in INT/WBL course work	maintain or increase	0%	0%	Available in June	TBD	TBD	TBD
<b>Alumni Groups: Surveys &amp; Focus Groups</b>								
<b>Other Data</b>								

## GOAL 3 Data Review

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

Key Questions	Analysis
<p><b>Highlight Strengths:</b> Which data reflected strengths for your school? Which prior year action steps have contributed to these areas of strength?</p>	<ul style="list-style-type: none"> <li>• A-G rate area of strength – year over year sits higher than district average</li> <li>• EAP still area of strength even with the change moving from the CST to the new state standardized assessments</li> <li>• Retention rate at 4 year universities from freshman to sophomore year is 99%</li> <li>• Student survey results show that 87% of students want at least a 4 year college degree</li> <li>• College focus- increase first time freshman student enrollment at a 4 year from 30% in 2014 to 42% in 2015</li> </ul>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<ul style="list-style-type: none"> <li>• Support and structures in place to assist the 28% non-A-G students to determine career path and post-secondary plans</li> </ul>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<ul style="list-style-type: none"> <li>• To understand our students we would like to look at:               <ul style="list-style-type: none"> <li>o AP data and disaggregate by ethnicity – Equal Opportunity Schools</li> <li>o Non-A-G students and disaggregate by ethnicity</li> </ul> </li> </ul>

Section A: Action Steps

**Goal One | ACADEMIC SKILLS**

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

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Effective Instruction and CA State Standards:</b> Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California state standards. Build capacity in teachers through leadership and collaboration.					
1a	Teachers will be trained and participate in the use of: 1. Effective Instruction/ Instructional Strategies (GRR, CFU, CRE) 2. Collaboration (grade-level, course-alike, cross-content) 3. Thinking Maps 4. English learner support  At the site level teachers will participate in: 1. Friends Helping Friends (FHF) 2. Instructional Leadership Teams (ILT) 3. Supporting students with special needs 4. Super Week Site PD Days  Selected teacher groups by department and course alike will participate in: 1. Irvine Math Project 2. ELA textbook adoption	Fall 2016 On going	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees	24041	

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	3. Next Generation Science Standards					
1b	To address the CLN targeting our Special Education sub group training will be facilitated for general education teachers focusing on: 1. Implementation of the accommodations and modification 2. Access to SEIS 3. IEP Attendance protocols	Fall 2016 On going	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees		
2	<b>Professional Development:</b> Maintain a strong program of professional development to support instruction leading to increased student achievement. Provide targeted support to teachers in best instructional practices to support all students, including targeted populations (educationally disadvantaged youth).					
2a	Teachers will be trained and be facilitators of instructional technology 1. CUE (Computer-Using Educators) 2. CUBE (Computer-Using Bolsa Educators) 3. Rockstar 4. Google Consultants, Google Certified Innovator, Google Certified Educator, Google Certified Trainer 5. ISTE Conference (International Society for Technology in Education)	Fall 2016 On going	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference Fees		15000
3	<b>Extended Learning/Tutoring:</b> Provide intervention opportunities for students performing					

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	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)].					
3a	Extended learning opportunities may include: 1. Afterschool intervention 2. Math tutoring M-Th with volunteer teachers 3. APEX 4. The Boys and Girls Club of Garden Grove 5.SES Tutoring for English Learners	Fall 2016 On going	Administration TOSA/Teachers Counselors	Teacher Hourly Subs for release time APEX license Fees Materials and supplies to implement program	6000	6000
3b	To address the CLN support targeting our Latino sub group: 1. Extended Learning Opportunity - Connecting Latinos Unidos at Bolsa with a focus on culture and heritage created for summer of 2016. 2. Development of course materials for a)Mexican American History b) Mexican American Literature for the 2017-18 school year.	Summer 2016 On going	Administration Teachers Counselors	Teacher hourly field trip expenses Materials and supplies Release Time		6000
3c	Summer Science Extended Learning Opportunity - Zombie Outbreak targeted at incoming 9th grade biology students in the summer of 2016.	Summer 2016	Administration Teachers Counselors	Teacher hourly Materials and supplies		1000
3d	ELM Math Preparation Tutorial Extended Learning Opportunity - preparation for college placement exams for 12th grade students in winter of 2017.	Winter 2016 - 2017	Administration Teachers Counselors	Teacher hourly Materials and supplies		1000

<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
3e	Math Preparation Tutorial Extended Learning Opportunity - preparation/skill review to support success in Algebra 2/Trig in summer of 2016.	Summer 2016	Administration Teachers Counselors	Teacher hourly Materials and supplies		3500
4	<b>Materials/Supplies:</b> Support instruction with supply purchases and resources for classroom needs in all content areas. (Site-LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth.)					
4a	All teachers submit requests for materials and supplies to support their instruction: 1. Requests are prioritized and voted on by SSC/ELAC for Title 1 purchasing for English, Math, Science, History 2. Non Core 4 teacher requests can be submitted for review and purchase from LCFF and General Fund	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors SSC/ELAC	Materials and supplies for school based programs	20000	
4b	Appropriate technology, software, and infrastructure will be obtained to meet the needs of student learning, in the 21st Century classroom. 1. Teachers with support of Admin/TOSA's will determine classroom needs, available monies, and priority for purchasing	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors SSC/ELAC	Technology Hardware and Software to support school based implementation of 21st Century classrooms		20000
5	<b>Instructional Support for Students:</b> Provide instructional support personnel to support student needs and student achievement in the classroom,					



<b>SCHOOL GOAL 1A: ACADEMIC CONTENT</b>	Students will demonstrate continued growth in all content areas with an emphasis on critical thinking and problem solving.
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WASC School Wide Learner Outcomes: Academically Proficient, Critical Thinkers  
WASC Critical Learner Need: Identify and implement support targeting sub groups that are underperforming and underrepresented such as Latinos, English Learners (EL), and students with special needs. (See Action Step 1B and 3B)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	particularly for increased/improved services to targeted populations (educationally disadvantaged youth).					
5a	Personal includes: 1.Technology Assistant Lead 2.Other School Support personnel	Fall 2016 Ongoing	Administration	Technology Assistant to implement 21st Century Learning Other personnel		5000
6	<b>Assessment and Data Analysis:</b> Use multiple types of assessments to measure achievement and use data to inform instruction.					
6a	Teachers and staff will be provided opportunities to review and analyze the following data: 1.Benchmarks/Illuminate 2.State assessments- SBAC/CAASP 3.Formative and Summative Common Assessments 4. SAT/ACT/PSAT 5.EAP/ELM/EPT 6.Senior college focus tracking data 7. Keys for Success - Non A-G Senior Tracking	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors School Testing Clerk	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies Naviance College Tracking Software personnel: School Testing Clerk		13628
7	<b>Coordinated Services:</b> Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs					
<b>TOTAL BUDGET PLANNING</b>					50,041	71,128

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Support for English Learners (EL) - English Language Development:</b> Provide English Learners with an English language development program designed to meet their instructional needs. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language.					
1a	Teachers will receive training to support English Learners in their classrooms implementing a variety of instructional strategies including: 1. Systematic English Language Development (SYSELD) 2. Constructing Meaning Strategies 3. Thinking Maps 4. Scaffolding of ELD instruction into core areas 5. Orange County Department of Education	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies	3000	
1b	To address the CLN targeting English Learners in support of the new ELA/ELD textbook adoption and ELA/ELD framework, teachers will receive training from: 1. Garden Grove Unified School District 2. OCDE or other outside agencies	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development/Conference Fees Materials and Supplies	4000	
2	<b>Support for Reclassified English Proficient Students (RFEP)</b> Maintain progress monitoring of RFEP students for a					

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.					
2a	To address the CLN for ELs teachers will systematically teach using the student portal how to read their own EL status and other critical data.	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials & Supplies		
2b	To address the CLN for ELs systematically hold "band hugger" meetings with students to discuss the RFEP process	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials & Supplies		
3	<b>Writing Strategies:</b> Support EL and RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.					
3a	District Writing Rubric 1.Training, calibration and application of the rubric and scoring to align with anchor papers in each of the 3 genres (informative/explanatory, narrative, argumentative)	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time or Teacher hourly	2500	
<b>TOTAL BUDGET PLANNING</b>					9,500	

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Self-Regulatory Programs:</b> Implement programs focused on building self-regulatory skills/ self-management skills, including study skills, goal-setting, time management, note-taking, regulation and monitoring of learning strategies.					
1a	Students may participate in the following self-regulatory programs: 1.Academy 2.Resource Center 3.Advancement Via Individual Determination (AVID)	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Self Regulatory Program Tutors Self Regulatory Program Field Trips Self Regulatory Program Conference Fees Subs for release time Teacher hourly Materials and Supplies for program implementation	67000	10000
2	<b>Technology:</b> Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into the classroom and training. Implement the key actions included within the 2013-2016 District Technology Plan.					
2a	Bolsa Grande will build and sustain the technology base at the school utilizing a 1-3-5 year plan.  Teachers will have the following 'kits' in their classroom: 1.Chromebooks/carts/printers 2.iPads/tablets 3.Laptops for Teacher Use 4.Short-Throw Projector 5.ELMO with cart 6.Speakers 7.Charging Station 8.Desktops for Labs	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors Media Tech	Technology Hardware and Software to support school based implementation of 21st Century classrooms Conference Fees Professional Development from External experts Materials and Supplies	20,000	120000

	<p>The following programs will be utilized at the school site:</p> <ol style="list-style-type: none"> <li>1.Aeries Portal</li> <li>2.Illuminate</li> <li>3.Google Apps for Education</li> <li>4.Google Classroom</li> <li>5.LanSchool</li> <li>6.EBSCO</li> <li>7.Overdrive</li> <li>8.Schoology</li> </ol>					
3	<p><b>Library Media Center:</b>  Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff.  Enrich the library program through the purchase of supplemental materials and supplies.</p>					
3a	<p>Support staff will ensure that the library is available to students 40 hours per week.</p> <p>Materials to enhance and support the library include:</p> <ol style="list-style-type: none"> <li>1.Alexandria Automation System</li> <li>2.Junior Library Guild</li> <li>3.Follett Shelf</li> <li>4.EBSCO/GALE</li> <li>5.LanSchool</li> <li>6.Overdrive/Follett e-books</li> <li>7. Follett Classics</li> <li>8.Vendprint/Printmanager Plus</li> <li>9. TurnItIn.com</li> </ol> <p>Library Computer Lab Infrastructure:  Computers, furniture and wiring will be upgraded to ensure optimal instruction and student learning</p>	<p>Fall 2016  Ongoing</p>	<p>Administration  TOSA/Teachers  Counselors  Librarian  Media Tech</p>	<p>Technology Hardware and Software to support school based implementation of 21st Century classrooms  Conference Fees  Professional Development from External experts  Materials and Supplies</p>	7000	
<b>TOTAL BUDGET PLANNING</b>					94,000	130,000

## Goal Two | PERSONAL SKILLS

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

SCHOOL GOAL 2A: MOTIVATION		Students will demonstrate continued growth in their attitude towards learning.				
WASC School Wide Learner Outcomes: Socially and Personally Responsible						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Practices that Build Motivation:</b> Encourage a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals. Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.					
2	<b>Incentives:</b> Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.					
2a	PBIS Incentives aligned to program implementation	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Educationally based incentives		5,000
3	<b>Secondary Credit Recovery:</b> Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned).					25000
4	<b>Attendance:</b> Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.					
<b>TOTAL BUDGET PLANNING</b>						30,000

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Support Services/Counseling/Mental Health:</b> Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program.					
1a	Support for student physical and mental health will be supplemented with the following: 1.Rossier counseling services 2.Health Assistant in the main office 3.Counselor training and support to the staff with mandated reporting, crisis intervention and suicide prevention [PREPaRE (Prevent, Reaffirm, Evaluate, Provide, Respond, Examine)]	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Rossier Counseling contract personnel: health assistant Counselor hourly Conference Fees Materials and Supplies		42545
1b	Coordination and tracking of student support services.	Fall 2016 Ongoing	Administration School Office Clerk 1	personnel: school office Clerk 1		21000
2	<b>School Connectedness:</b> Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)					
2a	Additional opportunities for students within the school day include: 1.Assemblies 2.Field trips	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Materials and supplies for extended learning	1500	1500

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	3.Athletic participation 4.ASB 5.PAL - Peer Assisted Leadership training for coach and students  Additional opportunities for students outside the school day/year include: 1.Boys & Girls Clubs of Garden Grove Partnership 2.Mentoring - Link Crew 3.Community service 4. Clubs			opporunities Professional Development from external experts Conference Fees Field trip fees/transportation		
3	<b>Anti-Bullying/Internet Safety:</b> Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs.					
3a	Student support and instruction will include: 1.Assembly 2.Student and teacher led lunchtime and after school activities 4.Outside agency support 5.Other programs	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Speaker Fees Materials and supplies		4000
4	<b>Substance Abuse Prevention/Asset Development:</b> Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs.					
4a	Student support and instruction will include: 1.Red Ribbon Week	Fall 2016 Ongoing	Administration TOSA/Teachers	Subs for release time Teacher hourly		1000



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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	2.Friday Night Live 3.MADD - Mothers Against Drunk Driving 4.PBIS 5.Informational Assemblies 6.Student and teacher led lunchtime and after school activities 7.Safe Zone Training 8.Other programs		Counselors	Professional Development from external experts Conference fees Speaker Fees Materials and supplies		
<b>TOTAL BUDGET PLANNING</b>					1,500	70,045

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Welcoming Climate: Building Relationships with students, parents, and staff:</b> Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.					
1a	Bolsa supports parent involvement and outreach to the community through our on site community liaisons with support in both Spanish and Vietnamese.	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors Liaisons	Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach	54000	

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
2	<p><b>Parent Community Outreach:</b> Ensure that parents/guardians are provided multiple opportunities to increase involvement and engagement in student learning through a strong home-school-community partnership,. Outreach services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.</p>					
2a	<p>Bolsa supports parent involvement using the Parents United Group to deliver the following programs:</p> <ul style="list-style-type: none"> <li>1.10 Educational Commandments</li> <li>2.40 Developmental Assets</li> <li>3. Parents United Curriculum</li> </ul> <p>District Wide Parent support and meetings are held regularly in the following areas:</p> <ul style="list-style-type: none"> <li>1.Parent Expectations &amp; Student Achievement (PESA)</li> <li>2.Community Outreach Meetings</li> <li>3. DLAC Meetings</li> </ul> <p>Bolsa hosts:</p> <ul style="list-style-type: none"> <li>4.Back to School Night</li> <li>5.Open House</li> <li>6.AVID Parent Meetings</li> </ul>	<p>Fall 2016 Ongoing</p>	<p>Administration TOSA/Teachers Counselors Liaisons</p>	<p>Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach</p>	15801	52188
3	<p><b>Home-School Communication:</b> Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check email twice daily and respond before the end of the following business day.</p>					

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	Regularly communicate with parents.					
3a	Bolsa uses a variety of formats to communicate information with all stakeholders such as:  1. Weekly Email newsletter 2. Aeries Parent Portal 3. School Messenger 4. School website 5. Social media - Facebook and Twitter 6. Flyers/mailings 7. Marquee 8. Student Planner	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors Office Clerical staff	Personnel: Liaison Salary Extra duty spending - liaisons Materials and Supplies parent outreach Annual Website Fees Annual Subscription Fees Postage for mailings to parents Cost to maintain marquee Student Planner Costs	15000	
4	<b>Facilities Maintenance:</b> Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)					
4a	Enhance student communication with new or improved furniture to facilitate academic dialog or discourse	Fall 2016 Ongoing	Administration Teachers	Materials and Supplies		45000
4b	Supplemental custodial supplies not covered by base to enhance facilities and overall school site	Fall 2016 Ongoing	Administration Teachers Custodial Staff	Materials and Supplies		5000
4c	Buy teacher replacement chairs as needed on a rotational basis to cover deferred maintenance	Fall 2016 Ongoing	Administration Teachers	Materials and Supplies		5000
5	<b>Campus Safety:</b> Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative					

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness.					
5a	<ol style="list-style-type: none"> <li>1. Bolsa utilizes Campus Supervisors to help ensure the safety of the school site</li> <li>2. Emergency Drills are regularly practiced</li> <li>3. Emergency Supplies are in every classroom in the “Red Safety” Backpacks</li> <li>4. Updated walkie talkies for campus safety</li> </ol>	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors Campus Supervisors	Materials and supplies for school based programs		10500
6	<p><b>Discipline &amp; Rules:</b> Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.</p>					
6a	<p>Bolsa Grande will implement the PBIS framework to explicitly develop behaviors and expectations in and out of the classroom for students, teachers and staff. Training and support will include:</p> <ol style="list-style-type: none"> <li>1. PBIS Implementation Team Training</li> <li>2. PBIS Site Coach Training</li> <li>3. Restorative Practices Training for site lead and administration</li> <li>4. Staff Training - teachers to be provided by PBIS team members via sub/release time</li> <li>5. Communication to stakeholders</li> </ol>	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference fees Speaker Fees Materials and supplies for school based programs		10000
7	<p><b>Partnerships:</b> Maintain partnership with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School</p>					

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	District.					
7a	Bolsa Grande maintains contact and involvement with the following agencies and groups: 1. Boys & Girls Clubs of Garden Grove 2. Garden Grove Police Department 3. Athletic and Performance Booster Groups 4. Alumni Association	Fall 2016 Ongoing	Administration TOSA/Teachers Counselors	Subs for release time Teacher hourly Professional Development from external experts Conference fees Speaker Fees Materials and supplies for school based programs		
8	<b>Training for All Staff:</b> Provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	Fall 2016 On Going	Administration TOSA/Teachers Counselors Classified Staff	Subs for release time Teacher hourly Professional Development from external experts Conference fees Speaker Fees Materials & supplies		4000
<b>TOTAL BUDGET PLANNING</b>					84,801	127,688

## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.					
WASC School Wide Learner Outcomes: Academically Proficient, Technologically Proficient, Skilled Communicators, Critical Thinkers WASC Critical Learner Need: Continue to improve opportunities for college and career exploration including support for non A-G students. (See Action Step 1B)						
#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>College/Career Events:</b> Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways.					1000
1a	Bolsa Grande supports the college going culture and success after high school using the following program:Keys for Success, Senior College Focus.	Fall 2016 ongoing	Administration TOSA/teachers Counselors	Materials and supplies for school based programs Teacher hourly for program support Conference Fees Subs for release time Naviance College Tracking Software		3000
1b	To address the CLN to improve opportunities for non A-G students Bolsa will implement the Keys for Success program as a method for college and career planning.	Fall 2016 ongoing	Administration TOSA/teachers Counselors	Materials and supplies for school based programs Teacher hourly for program support Conference Fees Subs for release time Naviance College Tracking Software		

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
2	<b>Student Mentoring:</b> Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.					
2a	College Boost program, supporting the college application, financial aid, and college selection process.	Fall 2016 On Going	Administration Teachers Counselors	College Boost Staff		5000
3	<i>(Secondary Focus)</i> <b>College/Career Ready Students and a-g Focus:</b> Maintain a goal for all students to complete a-g 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	<i>(Secondary Focus)</i> <b>Course Rigor and Advanced Placement (AP)</b> Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.					
4a	AP Summer Institute Training	Fall 2016 On Going	Teachers Administration Counselors	AP Conference Fees Teacher Hourly Mileage/conference expenses		10,000
4b	Materials and Supplies to support AP Testing	Fall 2016 ongoing	Teachers Administration	Materials and supplies		2000

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
			Counselors			
5	<i>(Secondary Focus)</i> <b>College Entrance and Readiness:</b> Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th and 11th grade. Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation. Review the feasibility of the SAT School day administration.					
5a	Bolsa supports students with fee waivers and prep classes for both the SAT and ACT starting their Junior year. All students take the PSAT in their 10th grade year to begin preparation for these tests.	Fall 2016 ongoing	Administration TOSA/Teachers Counselors	PSAT fees SAT/ACT Prep Class Fees Materials and supplies to implement school based program Conference Fees Subs for release time		
<b>TOTAL BUDGET PLANNING</b>						21,000

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

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1	<b>Student Tracker:</b> Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.					
2	<b>College Career Pathways/Options:</b> Provide opportunities for student to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.					
2a	In an effort to build a STEM (Science Technology Engineering and Math) Bolsa will offer "Project Lead the Way" in the fall of 2016 to provide students an introduction to engineering through this A-G elective. This will also address the CLN for opportunities for college and career exploration for University and Community College bound students.	Fall 2016 ongling	Administration ROP Director/Administrator Counselors Teachers/TOSA	Teacher hourly Conference Fees Materials and supplies to implement school based program Subs for release time	ROP monies	5000
2b	In an effort to support VAPA programs, Bolsa will provide additional materials and supplies to enhance student performances.	Fall 2016 ongling	Administration Teachers	Materials and supplies		11,600
3	<b>Alumni Engagement:</b> Provide opportunities for alumni engagement and alumni outreach.					
3a	In an effort to stay connected to our Bolsa community after graduation, outreach is planned using the following formats: 1. AVID alumni visits 2. Website link to alumni database 3. Teachers tap into alumni network	Fall 2016 ongoing	Administrators Counselors TOSA/Teachers Office clerk/staff	Annual Website Fees Materials and supplies to implement school based program		1000

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<b>TOTAL BUDGET PLANNING</b>		17,600
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## Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	50,041
SITE-LCFF	71,128
<b>Total</b>	121,169

SCHOOL GOAL 1B	
TITLE I	9,500
SITE-LCFF	
<b>Total</b>	9,500

SCHOOL GOAL 1C	
TITLE I	94,000
SITE-LCFF	130,000
<b>Total</b>	224,000

SCHOOL GOAL 2A	
TITLE I	
SITE-LCFF	30,000
<b>Total</b>	30,000

SCHOOL GOAL 2B	
TITLE I	1,500
SITE-LCFF	70,045
<b>Total</b>	71,545

SCHOOL GOAL 2C	
TITLE I	84,801
SITE-LCFF	127,688
<b>Total</b>	212,489

SCHOOL GOAL 3A	
TITLE I	
SITE-LCFF	21,000
<b>Total</b>	21,000

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	17,600
<b>Total</b>	17,600

Total Allocation	
TITLE I	240,410
SITE-LCFF	467,980

Total Expenditures	
TITLE I	239,842
SITE-LCFF	467,461

Balance	
TITLE I	568
SITE-LCFF	519

## Safe Schools Plan Approval Page

**Education Code** sections 35294.2[e]; 35294.8[a]

“Each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1, each year thereafter.”

“The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety committee no less than once a year...”

School Site Council Approval	
Printed Name	Signature
Louise Milner	
Dave Doser	
Nikole Terflinger	
Beth Gonzalez	
Jennifer Doan	
Lori Piper	
Lloyd Dand	
Kaycee Pham	
Viet Truong	
Secoorro De La Torre	
Analilia Fernandez	
Alejandra Nunez	

School Safety Planning Committee	
Printed Name	Signature
Baldwin Pedraza	
Sharon Anderson	
Debbie Lowry	
Tim Martinez	
Pam Rush	
Dana Traviglia	

## Safe Schools Plan 2016-2017

### Directions:

#### **Part One**

Insert the school's vision and mission onto page 1 of the Safe Schools Plan. A sample has been provided.

#### **Part Two**

Schools may also develop additional action plans and re-number the final page if needed.

#### Component 1 (School Climate)

- Support Services
  - School-Wide Interventions
  - Mental Health Services
  - Anti-Bullying

#### Component 2 (Physical Environment)

- Safety Procedures:
  - Emergency Radio Communication System Practice
  - Incident Command System and Safety Procedures
  - Rapid Responder Software Program

#### **Part Three**

This plan becomes part of Section B in your site's Single Plan for Student Achievement (SPSA). These action plans shall be submitted for approval to the School Site Council by May 20, 2016. School Site Council members (and School Safety Planning Committee members, if applicable) shall sign the Safe Schools Plan.

#### **Vision**

Our school is a safe place where our caring and encouraging spirit results in high academic achievement for all students.

#### **Mission**

Our school is a place where students feel safe and where they are respected and valued as contributing members of a community that supports lifelong learning.

**FOCUS:**  
**School Wide Interventions and Mental Health Services**

**Education Code**

Section 35294.2[a][2]

*"Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety."*

**Component 1: People and Programs (School Climate)**

**Objective:** Using the 2013-14 California Healthy Kids Survey (CHKS) data as a base-line, the school community will incorporate the survey findings into the schools' improvement plans, including identifying academic and school-wide interventions, appropriate strategies and programs to provide or maintain a high level of student safety and mental health service.

Action Steps	Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1. California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings, including barriers to attendance.	Winter 2016	Administrators, teachers, counselors	Agenda/ Minutes
2. Administer the California Healthy Kids Survey (CHKS) in order to better understand the relationship between students' health behaviors and academic performance.	Spring 2017	District Personnel, Administrators, teachers	Submitted Survey
3. Schools will identify how positive student and parent interactions can be supported within existing areas of the curriculum, school activities, and school programs.	Ongoing	Administrators, teachers, counselors	Staff meeting
4. The committee will review current practices and recommend programs and/or strategies that will support anti-bullying and/or school connectedness. (Program/Strategies may include: Building Relationships training, Boys and Girls Club of GG programs, PeaceBuilders, OC Human Relations BRIDGES program etc.)	Ongoing	Administrators, teachers, counselors	Agenda/ Minutes
5. Schools will ensure that students who need mental health services are appropriately referred. The district will provide mental health services at every school site.	Ongoing	All School staff	Referrals
6. Intervention programs (academic interventions, after-school programs, counseling, and other support services) will be offered to students.	Ongoing	All School staff	Students are identified for targeted interventions or other referrals for support.
7. Parent programs will incorporate building relationships and positive interactions with students and school staff. (Programs to be promoted may include: 40 Developmental Assets, PESA, Parent/Community Outreach meetings. Outreach meetings provide information and resources on topics such as at-risk behaviors, preventing cyber-bullying, and building positive interactions.	Ongoing	Administrators	Agenda, School Parental Involvement Plan, Promotional materials

**FOCUS:**  
**Safety Procedures:**  
**Incident Command System, Emergency Radios, Rapid Responder Software**

**Education Code**

Section 35294.2[a][2]

*“Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.”*

**Component 2: Places (Physical Environment)**

**Objective:** Safety drills will be practiced periodically throughout the year. The Incident Command System (ICS) will be utilized and the Rapid Responder system will be incorporated into the school’s emergency plan.

Action Steps	Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1. Administrators will review the district safety procedures and maintain the Incident Command System.	Ongoing	Administrators	Staff meeting agenda, completed ICS chart
2. Provide ICS team with their roles and responsibilities and upload ICS names into Rapid Responder software.	Fall 2016	Administrators	Staff meeting agenda, software check.
3. Communicate, train and practice safety procedures with school site staff, including the use and maintenance of emergency radios.	Fall 2016	Administrators	Staff meeting agenda, drill schedule.
4. Identify vulnerabilities on site and assist the mapping company in identifying locations.	Annually as needed	Administrators, custodian	Support from the Garden Grove Police and Fire Departments
5. Meet with First Responders to communicate site-specific emergency plans.	Annually	Administrators, Safety Teams	Support from the Garden Grove Police and Fire Departments
6. School staff will incorporate the radio system into their overall emergency communication plan and will practice using the radios during emergency drills.	Ongoing	Administrators, Safety Teams	School calendar, drill schedule,
7. Update Rapid Responder software program to reflect any personnel or physical plant changes.	Ongoing, as needed	Administrators	Software check
8. Inform parents of all safety procedures.	Ongoing	Administrators	Meeting Minutes or copy of flier.
9. Update Substitute folders to include all safety procedures.	As needed	Administrators	Review substitute folders





**Part I: General Expectations**

**Bolsa Grande High School agrees to implement the following statutory requirements:**

- The school will jointly develop with parents, and distribute to parents, a School Parental Involvement Policy that the school and parents agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will ensure accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school’s school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting in their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities.

**Part II: Required School Parental Involvement Policy Components**

1. Bolsa Grande High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way. Bolsa Grande High School will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.

Action:	Description:
<b>Recruitment of Parents</b>	
Teacher/staff recommendations:	Collect recommendations for parents from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.
Invite actively involved parents:	Invite a demographically diverse group of parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.) After a general meeting, Open House or Back to School Night, have a ballot prepared for parents to vote for next SSC/ELAC
Personal phone calls:	Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate. Use bilingual school staff to make phone calls to parents.
Promotion:	Promote opportunities for parent involvement and the development of the School Parental Involvement Policy and SPSA in a variety of ways (e.g., school newsletters, school website, flyers, etc.) Provide all information in the school’s major home languages.

**Joint Development and Joint Agreement**

1. Bolsa Grande High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way. Bolsa Grande High School will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.

Action:	Description:
*Language:	Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.
During schoolwide events:	Schedule School Parental Involvement Policy and SPSA development meetings concurrently with other large school-wide events, providing opportunities for face-to-face meetings with teachers (e.g., Open House, Back-to-School Night, etc.).
Group Meetings:	Encourage all parents to work collaboratively in the process of developing and/or reviewing School Parental Involvement Policy and SPSA to build a strong parent involvement group. Translation and interpretation will be provided as necessary.

**Organized, Ongoing, and Timely Action**

*Parent committee:	Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review and evaluate the current School Parental Involvement Policy and SPSA. Any interested parents are invited to participate on this committee.
Other parent meetings:	Distribute and review School Parental Involvement Policy and SPSA along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school policy and practices.
Scheduling meetings:	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy

**Procedures for Submitting Parent Comments to the District**

*Parent Comments:	Inform parents about procedures for submitting input to the district regarding the School Plan for Student Achievement (SPSA). Parent input may be provided in written form or verbally, and will be sent to K-12 Educational Services. A copy of the comments will be kept in the school office. School community liaisons will assist in communicating with parents. K-12 Educational Services will coordinate a meeting between the parent(s) and school principals to discuss concerns.
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2. Bolsa Grande High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

Action:	Description:
<b>Frequency</b>	
Schedule meetings:	Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA (e.g., biannually, quarterly, etc.).

**Periodic Updates of the School Parent Involvement Policy**

*Ongoing planning, review, and improvement:	Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the Program Parent Meeting, using various forms of communication (e.g., letter, flyer, SchoolMessenger, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.
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2. Bolsa Grande High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

Action:	Description:
Special committee:	Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel (e.g., the principal, assistant principal, Title I coordinator, etc.), the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components.
Schoolwide meetings:	Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.
Ongoing meetings:	Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices.
District website:	Maintain an updated School Parental Involvement Policy and additional resources for parents on the school website.

3. Bolsa Grande High School will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including: their child’s and/or school’s participation in school programs (e.g., Title I, SLI, EIA, EL, Special Education, GATE, etc.); the requirements of the school programs; and the parents’ rights to be involved (list of rights could include Parent Notices, School-Parent Compact, District Parent Involvement Policy, School Parent Involvement Policy).

Action:	Description:
<b>Distribution of Policy and Program Information to Parents</b>	
*Annual meeting and Timely information:	Provides parents with timely information about the school’s participation and the requirements of programs such as, Title I, Economic Impact Aid (EIA), English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school will organize an annual Program Parent Meeting at the beginning of 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.
Parent e-mail addresses:	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.
SchoolMessenger:	Use SchoolMessenger to inform parents of: 1) the availability of parent involvement opportunities, and 2) distribution of the School Parental Involvement Policy and School-Parent Compact. School community liaisons or other school personnel will record broadcasts in different languages.
Sending home documents:	Distribute the School Parental Involvement Policy and School-Parent Compact. Consider optimal timing: attached to the school newsletters, in the student take-home folder, as part of the school registration packet, etc.
At schoolwide meetings:	Distribute the School Parental Involvement Policy and School-Parent Compact at major school-wide events (e.g., Back-to-School Night, high school freshman orientation, parent-teacher conferences, etc.).
At separate meetings:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.
Requiring a parent signature:	Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact. Offer incentives for students who return documents in a timely manner.

3. Bolsa Grande High School will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including: their child's and/or school's participation in school programs (e.g., Title I, SLI, EIA, EL, Special Education, GATE, etc.); the requirements of the school programs; and the parents' rights to be involved (list of rights could include Parent Notices, School-Parent Compact, District Parent Involvement Policy, School Parent Involvement Policy).

Action:	Description:
<b>Distribution of School Parental Involvement Policy to Local Community</b>	
*District website:	Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.
Local community:	Provide copies for distribution of the School Parental Involvement Policy within the local community (e.g., Boys and Girls Clubs, ASES programs, local market, etc.).
Local media:	Promote the School Parental Involvement Policy in local media ( e.g., local newspaper, local radio station, etc. ).
School office:	Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office (e.g., display case, front desk, parent resource center, etc.).

4. Bolsa Grande High School will provide parents, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Bolsa Grande High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I or other funding as long as these services relate to parental involvement.

Action:	Description:
<b>Opportunities for Regular Meetings and Responding to Suggestions</b>	
Opportunity to provide input:	Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).
Timeline for resolution:	Provide parents with an expected timeline for resolution of a problem or complaint.
SSC public input:	Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.
Responding:	Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).
<b>Assessing Parent Needs</b>	
*Flexible number of Meetings and Schedule:	Based on a parent needs assessment, and with the assistance of the district, the principal will plan the schedule and topics for meetings. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings. Use a parent needs assessment or parent survey to determine the optimal scheduling of meetings
Meeting Reminders:	Provide parents with meeting reminders that give a brief summary regarding the purpose and what parents can expect to learn from the meeting.
*District Parent Survey:	Administer the annual district School Parent Survey. Determine the need for regular meetings to evaluate school practices based on the results.
School Parent Survey	Develop and administer a site-specific Parent Survey or Parent Needs Assessment. Provide various ways for parents to complete the survey.

4. Bolsa Grande High School will provide parents, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Bolsa Grande High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I or other funding as long as these services relate to parental involvement.

Action:	Description:
*Invitation:	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the scheduled parent involvement meetings.
*Arrangements for child care, translation/ interpretation, transportation.	Arrange for child care, translation/interpretation, and transportation as needed. Provide parents with information regarding these services with each invitation to special events, meetings, and trainings.

**Funding of Parental Involvement Expenses**

Title I schools:	Use Title I funding to support costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), light refreshments, and materials.
Non- Title I schools:	Use SLI funding to support the costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), and materials.

5. Bolsa Grande High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. Bolsa Grande High School will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Action:	Description:
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**Providing Information to the Parents**

*Language and format:	Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community.
*Interpretation/ Translation:	Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
*School community liaison:	Introduce parents to the services provided by the school community liaison (e.g., interpretation/translation services, phone calls and written correspondence, point of contact for the community, etc.).
Meeting planning:	Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support.

**Providing Accessibility and Opportunities**

*Limited English proficiency:	Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community. Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
*Parents with disabilities:	Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.

5. Bolsa Grande High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. Bolsa Grande High School will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Action:	Description:
*Parents of migratory students:	Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.

6. Bolsa Grande High School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Bolsa Grande High School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State’s academic content standards; b) the State’s student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child’s progress; and f) how to work with educators.

Action:	Description:
<b>Scheduling</b>	
*Schedule and Topics:	Schedule parent meetings or school events to review topics, including school curriculum, assessment data (e.g., attendance, truancy, suspension, etc.), proficiency levels, and standards. The topics and the schedule of meetings will be determined using results from a parent needs assessment or parent survey.
<b>Activities/ Information Provided to Parents</b>	
*Explanation of curriculum, assessments, and proficiency levels:	Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the parent meeting, using various forms of communication (e.g., letter, flyer, SchoolMessenger, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.
*Curriculum and programs:	Provide descriptions of curriculum and information regarding student coursework These may include topics such as Parent Handbook (K-6), Course of Study (7-12), A-G requirements, program information (e.g., AVID, special education), school or teacher website, topic specific trainings, 10 Education Commandments, Family Nights, etc.
At conferences:	Explain and review curriculum, assessments, and proficiency levels during conferences and/or meetings with school personnel (e.g., fall and spring parent-teacher conferences, conferences as requested by teacher or parent, other school organized events, etc.). Conferences by request will occur in a timely manner.
During meetings/trainings:	Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).
Grade-specific meetings:	Develop opportunities for parents to learn about the curriculum presented at each grade level. Offer trainings that will assist parents in supporting their child(ren)’s learning. Offer trainings at the end of the school year to provide parents with information on practicing skills over the summer.

6. Bolsa Grande High School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Bolsa Grande High School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State’s academic content standards; b) the State’s student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child’s progress; and f) how to work with educators.

Action:	Description:
Recommendations for supporting learning at home:	Provide parents with information and recommendations about how they can support their child(ren)’s learning at home (e.g., appropriate reading books, practice books for math skills, etc.).
Achievement data:	Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents.
Progress monitoring and communication:	Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, SchoolMessenger, etc.).
District goals	Familiarize all parents with the District goals when appropriate, at school-wide meetings and events.

### **Part III: Shared Responsibilities for High Student Academic Achievement**

7. Bolsa Grande High School will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

Scheduling	Description	Outcomes
Family Night	One event for each of four content areas, ELA, math, science, and social science. Events will work to strengthen partnerships between families and school. Event will focus on developing skills that parents can use at home to support student learning. Information regarding standards, curriculum, and assessments for each of the content areas will be shared.	Parents attend evening events and learn skills to support their children at home.
PESA / Parent's United	Parent Expectations Support Achievement (PESA) is a parent education program based on research showing that parents' expectations are the greatest predictor of their children's educational success.	Parents attend workshops to learn how to reinforce high expectations behavior and academic progress.
40 Developmental Assets	Ways to communicate with your child. How to be consistent with behaviors and consequences. Building positive self estenn within the family.	To provide open lines of communication within the family and to problem solve situations in a proactive manner
10 Educational Commandments	Parents are presented with information organized into 10 modules intended to assist parents in supporting their children’s education. Parents are encouraged to become actively involved in the education of their children.	Parents attend classes and become actively involved in school.
Pastries with Parents	Presented by the principal and guest speakers. Topics focus on student achievement, working with children at home, and other various based on	Parents attend meetings to learn about ways they can support their children’s learning.

7. Bolsa Grande High School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

	parent input and needs assessment. Questions and answer session with the principal.	
School Fair/ School Barbeque; Book Fair	Funds raised by these events will help to support the costs of enriching students' educational experience (e.g., standard-based field trips and assemblies).	Organized by Parent-teacher organization. Attended by families and community.
Student-Led Conferences	Students will guide parents through a series of predetermined stations to demonstrate what they have learned in school. The conference will end with a conversation with the teacher regarding student progress.	Parents attend conferences to communicate with teachers regarding their children's progress reports/grades
Transition Meeting	Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school).	Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	Parents can assist in the development of school events.
School Site Council (SSC)	The process for the formation of the SSC and its responsibilities are described in the SSC Handbook and is part of the SPSA. Public is invited to provide input.	Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.
English Learner Advisory Committee (ELAC)	The process for the formation of the ELAC and its responsibilities are described in the ELAC Handbook and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.
Project Inspire- PIRC	Parents attend classes to learn about topics from 12 modules. Taught by a representative from the CAFE organization. Classes include information such as: working with teachers, communication, technology, the US public education system, No Child Left Behind, school governance, etc. Classes taught in Spanish.	Parents attend classes for all 12 modules. Parents receiving level 2 training are qualified to receive level 3 classes which will allow them to become parent trainers.

8. Bolsa Grande High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Scheduling	Description	Outcomes
College Information Nights	Parents will hear district counselors present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available.	Parents attend to gather information that will help prepare their children for college.
College Fair	College Fair: Parents and students can meet with college representatives and gather information.	Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.



8. Bolsa Grande High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:		
Options after High School: A Presentation for Special Education Students and Parents	Special presentation for parents of students in special education programs. Childcare available.	Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.
Community Outreach Meetings	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.
Community Fair	Local community resources and organizations will be available to answer questions and distribute information for families.	Parents attending the event will gather resources.
District English Learners Advisory Committee (DELAC)	Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting
Parent Task Force	Representatives from each school discuss parent involvement policies, district programs and services, district goals, and district funding.	Parents provide input on various district programs.

9. Bolsa Grande High School will, with the assistance of the district and parents, educate its teachers, administration, and other personnel, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Bolsa Grande High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

<b>Action:</b>	<b>Description:</b>
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**Educating School Personnel in How to Work with Parents as Partners**

*Educating school personnel:	Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include: a) Reaching out to parents and addressing barriers to parent involvement (such as the need for childcare during meetings); b) Supporting students through ongoing, meaningful two-way communication with parents; c) Utilizing parents effectively in the school and classroom; d) Valuing the contribution of parents in the classroom; e) Understanding the importance of parent programs; and f) Understanding implications of working with families from specific cultures represented in the school's community.
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**Training Parent Education Facilitators**

Training new parent education facilitators:	Train select school personnel to become facilitators of parent training programs and/or parent education classes. The purpose of the parent training programs and/or parent education classes is to provide parents with information to support their child(ren)'s education (e.g., navigating school system supporting their child(ren) in their education, and developing literacy, etc.).
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**Supporting Student Achievement through Coordination of District Programs**

9. Bolsa Grande High School will, with the assistance of the district and parents, educate its teachers, administration, and other personnel, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Bolsa Grande High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Action:	Description:
Coordination:	Inform parents of school and districtwide programs, trainings, and events that support student achievement. These may include: <ul style="list-style-type: none"> <li>• Grade level specific meetings</li> <li>• Student Designation meetings (based on proficiency levels)</li> <li>• Open House and Back to School Night / Fundrasing Dinner</li> <li>• Parent-teacher conferences</li> <li>• Orientation meetings and Transition meetings</li> <li>• Community Outreach Meetings</li> <li>• College Information Nights and College Fair</li> <li>• Parent internet resources</li> <li>• Parent resource centers</li> <li>• Formal parent committees (e.g., ELAC, SSC, DELAC)</li> <li>• 10 Education Commandments; Project Inspire, PESA, 40 Developmental Assets, PBIS, Parent's United</li> <li>• Referrals to community agencies and services</li> </ul>
<b>Parent Resources</b>	
*Availability of parent resources:	Invite parents to utilize the resources provided by the school site parent resource center or within the school office.
*Referrals:	Invite parents to learn about resources offered through referrals by school personnel.
*District website:	Inform parents of the availability of resources on the GGUSD District Website ( <a href="http://www.ggusd.us">www.ggusd.us</a> ).
Family Center:	Provide a place for parents to meet that is equipped with resources and information for families.

10. Bolsa Grande High School will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

Action:	Description:
<b>Jointly Developing the School-Parent Compact</b>	
*Parent committee:	Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.
*Multiple languages:	Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.
E-mail addresses:	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact.
<b>Informing Parents about the School-Parent Compact</b>	

10. Bolsa Grande High School will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

Action:	Description:
*Collecting signatures:	Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are optional {or are required, based on school-site decision} on the School-Parent Compact.
Personal phone calls:	Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.
Teleparent:	Use SchoolMessenger to inform parents of the availability of parent involvement policy and School-Parent Compact documents. School community liaisons or other school personnel can record broadcasts in different languages.
<b>Distributing the School-Parent Compact</b>	
*To every family:	Provide a copy of the signed School-Parent Compact to every family.
Timing:	Distribute the School-Parent Compact. Consider optimal timing: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc.
School-wide events:	Distribute the School-Parent Compact at a major school-wide event (e.g., Back-to-School Night, seventh grade orientation, high school freshman orientation, etc.).
Separate meeting:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.
Incentives:	Offer incentives for students who return documents in a timely manner.

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
- providing other reasonable support for parental involvement activities as parents may request.

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

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

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



## SECTION C: OVERVIEW OF CATEGORICAL SERVICES

### DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and exploration of possible solution procedures. 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, Guided Language Acquisition Design (GLAD) 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 Department 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.
- 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 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 Department 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 provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. Supervisor organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, College Information Night, and scholarships. Supervisor 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.
- 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.

## **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		
<b>STATE FUNDED PROGRAMS</b>	<b>Economic Impact Aid-State Compensatory Education (EIA-SCE)</b> <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$-	<b>FEDERALLY FUNDED PROGRAMS</b>	<b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	X
	<b>After School Education and Safety Grant (ASES)</b> <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	X
		<b>Title III, Part A: Immigrant Students</b> <u>Purpose:</u> Supplement instructional programs and services to help immigrant students meet grade level and graduation standards.		X	
<b>FEDERALLY FUNDED PROGRAMS</b>	<b>21st Century After School Safety and Enrichment for Teens (ASSETs) OR CLCC</b> <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$240,000			
	<b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			
	<b>Title I, Part A: Targeted Assistance Program (TAS)</b> <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			
	<b>Title I, Part A: Program Improvement (PI)</b> <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB Adequate Yearly Progress (AYP) targets for one or more identified student groups.	\$344,390			



**SECTION D: 2016-2017 CAPITAL OUTLAY AND EQUIPMENT**

**Bolsa Grande High School**

State Object Expenditure (4400 or 6400 or 6200 WAN)  (A)	Description of item expenditure  (B)	Funding Source (Title I)  (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps)		Quantity  (E)	Total Cost  (F)
			(D)			
			Goal Area	Action Step Category		
	School Date Books	Title I	2C	2	2200	\$10,000
	Library Software	Title I	1C	3	2	5500
	Laptops	Title I	1C	2	20	30,000
	Epson Projectors	Title I	1C	2	7	10,500
	Chrome Book Carts	Title I	1C	2	4	7560
	Chrome Books	Title I	1C	2	160	51520

**SECTION D: LCFF EXPENDITURES (REQUIRING APPROVAL)**

**Bolsa Grande High School**

Site LCFF budget as of 5/18/16            371305  
 Remaining Balance:                            322

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

<p><b>Cost Calculations:</b>                  Teacher hourly \$62                  Substitute daily \$153                  Presenter hourly \$75                  Community Liaison \$32 (average cost)                  Tech Assist hourly \$28 (average cost)</p>	<p><b>Estimated Cost for Additional Part-Time Positions:</b>                  Instructional Aide (3 hrs) for a full year \$15,123                  Tech Assist (3.5 hrs) \$17,640                  Community Liaison (3.5 hrs) \$18,993                  School Office Clerk (3.5 hrs) \$18,993                  Health Aide (3.5 hrs) \$17,640                  Library Media Tech (3.5 hrs) \$17,725</p>
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**How was input gathered from your stakeholders (i.e., staff members, parents, students)?**

Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education	
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes
1. Conferences	3A	4	1	23240				
2. Technology Access	1C	2	1	57683				
3. Computers	1C	2	1	79870				
5. Campus Safety	2C	5		10915				
6. Extended Learning Opportunities	1A	5	1	43000				
7. Materials and Supplies	1A	2	1	67000				
8. Counseling Contracts	2B	1	1	29600				
9. Furniture	2C	4	1	55675				
10. Training	1A	3	1	4000				
<b>Total</b>				370,983				

**FOR DISTRICT OFFICE USE ONLY**

**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**

**SECTION D: CATEGORICAL PERSONNEL**

<b>Title of Position (Currently in place)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for Title I funded positions</b>
SCL WKR BIL SP	43.75%	2	XTitle I	XSite LCFF	
SCH TESTING AST	21.875%	1	Title I	XSite LCFF	
			Title I	Site LCFF	
Health Asst.	43.75%	1	Title I	XSite LCFF	
SCL BIL VIET	43.75%	2	Title I	XSite LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

<b>Title of Position (Possible requests)</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>		<b>Justification for Title I funded positions</b>
School Office Clerk 1 (New Position)	21.875%	1	Title I	XSite 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 20, 2016**.

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

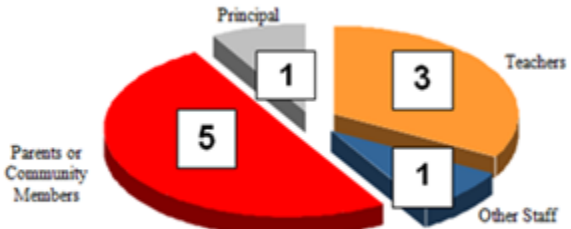

- **SSC: Voting process and results, SPSA approval, review of roles and responsibilities including SAC roles if delegated to SSC**

### Bolsa Grande High School

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

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

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

<p><b>Composition of an Elementary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Elementary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Parents or Community Members</td> <td>5</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> </tbody> </table> <p><b>Composition of a Secondary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Secondary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>3</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>4</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> <tr> <td>Parents or Community Members</td> <td>3</td> </tr> </tbody> </table>	Category	Number of Members	Parents or Community Members	5	Principal	1	Teachers	3	Other Staff	1	Category	Number of Members	Students	3	Principal	1	Teachers	4	Other Staff	1	Parents or Community Members	3	<p><b>Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.</b></p> <p><b>a. Peer selection process:</b> The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:</p> <ol style="list-style-type: none"> <li>1. <u>Ballot By Mail:</u> In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots.</li> <li>2. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.</li> </ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b> The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"> <li>1. Mid-year elections may be held.</li> <li>2. Members are replaced using a peer selection process.</li> <li>3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.</li> </ol>
Category	Number of Members																						
Parents or Community Members	5																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Category	Number of Members																						
Students	3																						
Principal	1																						
Teachers	4																						
Other Staff	1																						
Parents or Community Members	3																						

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

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

**MINIMUM ELEMENTARY COMPOSITION**

<b>STAFF MEMBERS (5)</b>	
	<b>Principal</b>
1.	Louise Milner
	<b>Teachers</b>
	<b>Other Staff</b>

<b>NON-STAFF MEMBERS (5)</b>	
	<b>Parents/ Community Members</b>
1.	
2.	

**NOMINATION PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW WERE NOMINATIONS MADE?</b>	<b>DATE</b>
1. <b>Teachers</b>	XNomination Ballot or Verbal at meeting	10/17/14
2. <b>Other Staff</b>	XNomination Ballot or Verbal at meeting	10/17/14
3. <b>Parents</b>	Nomination Ballot or XVerbal at meeting	10/28/14

**VOTING PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW DID VOTING OCCUR?</b>	<b>DATE</b>
1. <b>Teachers</b>	XVoting ballot or Hand Vote and Tally	10/17/14
2. <b>Other Staff</b>	X Voting ballot Ballot or Hand Vote and Tally	10/17/14
3. <b>Parents</b>	Voting ballot Ballot or X Hand Vote and Tally	10/28/14

**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 due Dec. 12, 2014.**

**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 20, 2016**.

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

- **SSC: Voting process and results, SPSA approval, review of roles and responsibilities including SAC roles if delegated to SSC**

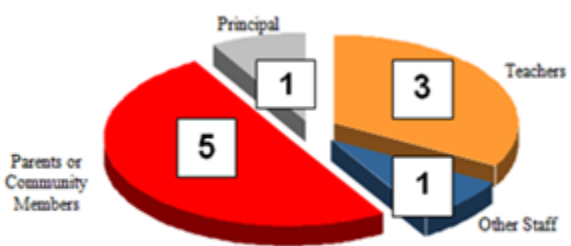
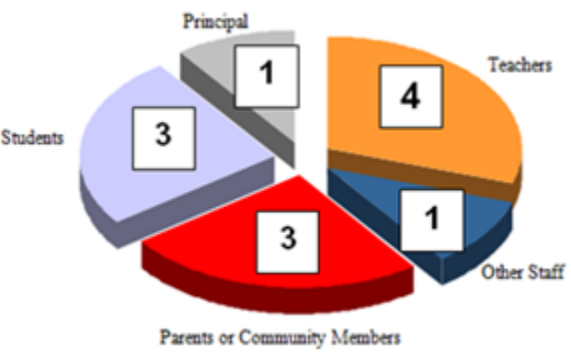
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for **3 years**.

### Bolsa Grande High School

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

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

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

<p><b>Composition of an Elementary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Elementary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Parents or Community Members</td> <td>5</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> </tbody> </table> <p><b>Composition of a Secondary School Site Council</b></p>  <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <caption>Secondary School Site Council Composition</caption> <thead> <tr> <th>Category</th> <th>Number of Members</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>3</td> </tr> <tr> <td>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>4</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> <tr> <td>Parents or Community Members</td> <td>3</td> </tr> </tbody> </table>	Category	Number of Members	Parents or Community Members	5	Principal	1	Teachers	3	Other Staff	1	Category	Number of Members	Students	3	Principal	1	Teachers	4	Other Staff	1	Parents or Community Members	3	<p><b>Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.</b></p> <p><b>a. Peer selection process:</b> The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:</p> <ol style="list-style-type: none"> <li>1. <u>Ballot By Mail:</u> In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots.</li> <li>2. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.</li> </ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b> The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"> <li>1. Mid-year elections may be held.</li> <li>2. Members are replaced using a peer selection process.</li> <li>3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.</li> </ol>
Category	Number of Members																						
Parents or Community Members	5																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Category	Number of Members																						
Students	3																						
Principal	1																						
Teachers	4																						
Other Staff	1																						
Parents or Community Members	3																						

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

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

**MINIMUM SECONDARY COMPOSITION**

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

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Analilia Fernandez
2.	Socorro Cazares-Najera
3.	Alejandra Nunez
	<b>Students</b>
4.	Lloyd Dang
5.	Viet Truong
6.	Kaycee Pham

**NOMINATION PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW WERE NOMINATIONS MADE?</b>	<b>DATE</b>
1. <b>Teachers</b>	XNomination Ballot or Verbal at meeting	10/17/14
2. <b>Other Staff</b>	XNomination Ballot or Verbal at meeting	10/17/14
3. <b>Parents</b>	Nomination Ballot or XVerbal at meeting	10/28/14

**VOTING PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW DID VOTING OCCUR?</b>	<b>DATE</b>
1. <b>Teachers</b>	X Voting ballot Ballot or Hand Vote and Tally	10/17/14
2. <b>Other Staff</b>	X Voting ballot Ballot or Hand Vote and Tally	10/17/14
3. <b>Parents</b>	Voting ballot Ballot or X Hand Vote and Tally	10/28/14

**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 due Dec. 12, 2014.**



## SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by May 20, 2016.

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

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

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

### Bolsa Grande High School

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

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

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

<p><b>Composition of English Learner Advisory Committee</b></p> <p><b>COMPOSITION REQUIREMENTS</b></p> <p>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</p>	<p><b>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</b></p> <p><b>a. Voting Process by parents of English learners:</b> An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include:</p> <ol style="list-style-type: none"><li>1. <b>Ballot By Mail:</b> In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots.</li><li>2. <b>Voice Vote:</b> In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school.</li><li>3. <b>Back To School Night Election:</b> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b></p> <p>The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.</li></ol>
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**Bolsa Grande High School**  
**SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER**

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

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

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Thanh Nugyen	
2.	Socorro Cazares-Najera	
3.	Efrain Aguilar	
4.	Glenda Ayala	
5.	Tuyet Doan	

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
5	÷	10	=	50%	≥	25.7%

\* 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
Thanh Nugyen

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
October 28,2014

HOW WERE NOMINATIONS MADE?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	10/28/14

HOW DID VOTING OCCUR?	DATE
Check One: Voting Ballot or XHand Vote & Tally	10/28/14

## SECTION F: PLAN APPROVAL PAGE

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures “that school site councils have developed and approved a plan, to be known as the Single 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
  - X School Advisory Committee (SAC)
  - Community Advisory Committee (CAC) for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other : e.g., School Safety Planning Committee, District/School Leadership Team (DSLTL)
4. Any plans required by programs funded through the consolidated application must be consolidated into a single 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 Single 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: 2/10/16**

*Attested:*

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

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Louise Milner		
President	Dave Doser		

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

Attested:

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Vice President	Nikole Terflinger		
Secretary	Lori Piper		
Teacher	Jennifer Doan		
Teacher	Beth Gonzales		
Student	Lloyd Dand		
Student	Viet Troung		
Student	Kaycee Pham		
Parent	Analilia Fernandez		
Parent	Socorro Cazares-Najera		
Parent	Alejandra Nunez		

## SECTION F: RECOMMENDATIONS AND ASSURANCES

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

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

<b>SCHOOL SITE COUNCIL</b>	Typed Name of Chairperson	Signature	Date
	Dave Doser		10/23/15
<b>SCHOOL ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Alejandra Nunez		10/15/15
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Socorro De La Torre		10/15/15
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Lori Piper		10/23/15
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Louise Milner		10/23/15

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
 School Site Council (SSC) or English Learner Advisory Committee (ELAC)

**Bolsa Grande High School**  
**MINUTES** of SSC Meeting for May16, 2016

MEMBERS PRESENT:

(Check topics covered at *this* meeting and reflected in minutes.)

	1. Training
	2. Parent Involvement Policy
	3. Uniform Complaint Procedures
	4. Parent Education Opportunities
	5. Consolidated Programs Overview
	6. Home-School Compact
	7. Assessment/Curriculum/ Program Effectiveness

	8. Safe School Plan
	9. Attendance*
	10A. SPSA Development
x	10B. SPSA Budget
x	10C. SPSA Review/Approval
	11. EL Program*
	12. R30*
	13. Needs Assessment*

\* ELAC responsibilities (advises SSC)

**I. Welcome and Introductions**

**II. Call to Order** – Meeting was called to order at 3:17pm in Room 211 of Bolsa Grande High School.

A. Approval of Proposed Agenda

B. Approval of Minutes from February 10, 2016 – A motion was made by Nikole Terflinger, with a second by Viet Truong to approve Minutes as read. Motion was unanimously approved.

**III. Members Present** - Socorro Cazares-Najera, Hung Huynh, Viet Truong, Dave Doser, Beth Gonzalez, Nikole Terflinger, Jennifer Doan, Lori Piper, Louise Milner

**IV. Legal Requirements**

A. Districts must ensure that "that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..." *EC* Section 64001(a)

B. 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..." *EC* Section 64001(g)

C. It is the intent of the Legislature to provide greater flexibility... to better coordinate the categorical funds... It is further the intent of the Legislature to focus the authority to exercise such flexibility at the school level, with the approval and under the policy direction of, the governing board. *EC* Section 52800

**V. New Business**

A. Approve 2016-2017 SPSA for 2016-2017 – The SPSA was examined and explained by Nikole Terflinger. A motion was made by Hung Huynh, with a second by Viet Truong to approve the 2016-2017 SPSA and Budget for Title 1. Motion was unanimously approved.

B. Capital Outlay requests

1. 1 chromebook (42) cart with printer - **\$17,825.22 Total**. A motion was made by Lori Piper, with a second by Jennifer Doan to approve the purchase of 1 Chromebook Cart with printer using the 2016-2017 budget. Location to be determined at a later date. Motion was unanimously approved.

2. 6- Apple Macbook Pro 2.7 GHZ Processor – PBIS team- **\$1,499 each/ Total \$10,612.92** – Apple Macbook is not supported by GGUSD and we already have the capabilities available at Bolsa to accomplish the needs of this request. A motion was made by Nikole Terflinger, with a second by Hung Huynh to deny this request. Motion unanimously denied.

**Total Approved: \$17,825.22 from 2016-2017 Budget**

**VI. Adjournment** - 3:40 pm

Lori Piper  
 Secretary, School Site Council

Send hard copy or electronic copy to K-12 Educational Services and keep original signed copy on file at school site