

# 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

**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



# 2016-2017

## Single Plan for Student Achievement

### For

# Santiago 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: 10/18/15

#### GGUSD Vision

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

Board Approved: July 19<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 5
  - 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

**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>	1,698	1,671		54	46		9	6		251	221	
<b>Growth API</b>	748	749		714	760					884	886	
<b>Base API</b>	737	749		767	713					867	883	
<b>Target</b>	5	5								A	A	
<b>Growth</b>	11	0								17	3	
<b>Met Target</b>	Yes	No								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>	1,371	1,380		1,059	1,040		1,395	1,441		194	177	
<b>Growth API</b>	723	727		685	688		742	746		456	486	
<b>Base API</b>	710	724		673	687		734	743		504	465	
<b>Target</b>	5	5		6	6		5	5		15	17	
<b>Growth</b>	13	3		12	1		8	3		-48	21	
<b>Met Target</b>	Yes	No		Yes	No		Yes	No		No	Yes	

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate	99	99		100	100		--	--		100	95	
Number At or Above Proficient	219	286		11	11		--	--		34	40	
Percent At or Above Proficient	39.5	59.2		68.8	68.8		--	--		60.7	74.1	
AYP Target: ES/MS	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0
AYP Target: HS	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0
Met AYP Criteria	No	--		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate	99	99		100	99		99	98		100	96	
Number At or Above Proficient	170	230		75	84		201	252		1	3	
Percent At or Above Proficient	35.9	56.8		21.3	36.2		39	58.2		1.8	7.0	
AYP Target: ES/MS	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0	89.2	100.0	100.0
AYP Target: HS	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0	88.9	100.0	100.0
Met AYP Criteria	No	--		No	--		No	--		--	--	



**Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate	100	98		100	100		--	--		100	94	
Number At or Above Proficient	288	95		10	4		--	--		46	28	
Percent At or Above Proficient	51.9	19.6		62.5	25.0		--	--		82.1	50.9	
AYP Target: ES/MS	89.5	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5
AYP Target: HS	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0
Met AYP Criteria	No	--		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Participation Rate	100	98		100	96		100	98		100	96	
Number At or Above Proficient	225	61		137	15		267	82		8	1	
Percent At or Above Proficient	47.5	15.1		38.9	6.5		51.7	18.9		14.5	2.3	
AYP Target: ES/MS	89.5	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5	100.0	100.0	89.5
AYP Target: HS	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0	88.7	100.0	100.0
Met AYP Criteria	No	--		No	--		No	--		--	--	

**CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	6	6	11	33	33	43	45	43	30	12	14	8	4	4	7
<b>10</b>	6	3	10	41	44	41	34	36	33	12	11	10	7	6	7
<b>11</b>	8	10	14	42	41	54	36	31	25	11	13	7	2	4	1
<b>12</b>	9	18	20	42	43	42	33	29	22	11	9	7	5	2	7
<b>Total</b>	7	9	13	39	40	44	38	36	28	12	12	8	5	4	6

**CELDT (All Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	5	6	11	32	32	41	44	43	30	13	14	8	6	6	10
<b>10</b>	6	3	9	40	44	38	33	35	31	12	12	10	9	7	11
<b>11</b>	8	10	13	40	39	51	36	30	24	11	12	6	5	9	6
<b>12</b>	10	18	20	41	41	41	33	27	22	11	9	7	6	5	9
<b>Total</b>	7	8	13	38	39	42	37	34	27	12	12	8	7	7	9

**Title III Accountability (School Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	823	798	750
Percent with Prior Year Data	100.0%	99.9%	100.0%
Number in Cohort	823	797	750
Number Met	432	447	486
Percent Met	52.5%	56.1%	64.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	89	747	97	720	99	671
Number Met	16	337	22	339	16	385
Percent Met	18.0%	45.1%	22.7%	47.1%	16.2%	57.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	16484	16020	15,544
Percent with Prior Year Data	100.0	99.9	100
Number in Cohort	16478	16009	15,541
Number Met	10218	10102	10,138
Percent Met	62.0	63.1	65.2
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	11237	7753	10925	7466	10,239	7,416
Number Met	2676	4436	2752	4416	2,937	4,494
Percent Met	23.8	57.2	25.2	59.1	28.7	60.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

**CAASPP Results (All Students)**

**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	510	506	498	493	494	493	97.6	96.7
All Grades	510	506	498	493	494	493	97.6	96.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2595.6	2613.7	21	25	38	38	27	25	14	12
All Grades	N/A	N/A	21	25	38	38	27	25	14	12

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	24	28	51	55	25	17	
All Grades	24	28	51	55	25	17	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	35	37	49	50	16	13
All Grades	35	37	49	50	16	13

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	15	21	66	65	19	14
All Grades	15	21	66	65	19	14

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	41	53	48	10	11
All Grades	37	41	53	48	10	11

**CAASPP Results (All Students)**

**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	510	506	493	498	492	498	96.7	97.6
All Grades	510	506	493	498	492	498	96.7	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2547.9	2559.9	2	8	17	16	34	32	46	44
All Grades	N/A	N/A	2	8	17	16	34	32	46	44

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	11	14	42	37	47	49	
All Grades	11	14	42	37	47	49	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	10	56	50	39	40
All Grades	6	10	56	50	39	40



**Communicating Reasoning**  
**Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Grade 11</b>	6	10	68	63	25	27
<b>All Grades</b>	6	10	68	63	25	27

## 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	2356	2307	2,214
	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%	80.94%	82.70%	83.8%
	American Indian or Alaska Native	0.2%	0.1%	0.1%	3%	0.17%	0.2%
	Asian	32.9%	33.1%	33.4%	14.22%	13.13%	12.3%
	Pacific Islander	0.7%	0.7%	0.7%	0.38%	0.35%	0.2%
	Filipino	1.2%	1.2%	1.1%	0.64%	0.61%	0.5%
	African American	0.8%	0.7%	0.6%	0.51%	0.39%	0.3%
	White	9.9%	9.6%	9.0%	3.06%	2.51%	2.5%
	Two or More Races or Not Reported	0.7%	0.7%	1.0%	0.13%	0.13%	0.1%
<b>English Learners</b>	Percent of English Learners	39.5%	40.9%	42.3%	33%	36%	34%
<b>FRL Rate</b>	Percent of FRL	71.5%	77.2%	75.3%	88%	92%	89%



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	59%	
	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	19%	
<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	34%	50%	
	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	50%	45%	
<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	2.62	2.64	2.71	
	D/F Rate (All courses, Spring Semester 2015)	Ds	$\leq$ 11%	HS only 10.6%	HS only 10.21%	HS only 9.27%	11.4%	11.5%	9.7%
		Fs	$\leq$ 8%	HS only 7.19%	HS only 7.55%	HS only 6.44%	7.3%	6.9%	6.2%
<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	15%	
	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	5%	
<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%	55.9%	52.5%	56.1%	
	Reclassification rates: Number and Percent of Students Redesignated to FEP	≥ 10%	12.1%	10.2%	5.9%	122/14.5%	89/11.5%	82/9.9%	
<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	4%	21%	
	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	30%	27%	
<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	2.17	2.18	2.26
	D/F Rate for English Learners (All courses, Spring Semester 2015)	Ds	improve	HS 16.7%	HS 17.43%	HS 15.03%	16.1%	18.4%	14.6%
		Fs	improve	HS 14.0%	HS 15.67%	HS 12.55%	12.5%	10.5%	10.4%
<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	3.00/83%
	Scholarly Habits	≥ 3.0	N/A	N/A	ES 3.16/83% IS 2.90/73% HS 2.79/69%	N/A	N/A	2.81/69%
<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	2.93	3.02	3.00
<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>	<p>Overall GPA is trending in a positive correlation: 2013:2.62, 2014:2.64, 2015:2.71 Overall D-F Data is better than district averages and trending down: 2013:18.7%, 2014:18.4%, 2015:15.9% EL student D-F Data is also lowing than district averages and trending down 2013:28.6%, 2014:28.9%, 2015:25%</p> <p>CELDT and AMAOs Annual Measurable Achievement Objectives 1) Percent of ELs Making Annual Progress in Learning English is increasing over three years: 2013:55.9%, 2014:52.5%, 2015:56.1% Matched score district data for students in GGUSD or Santiago for two consecutive years shows students increasing percentage of students meeting Goal 1B 2013: 53% 2014:57% 2015:66%</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>State Standardized Assessments: ELA (All Students 59% EL Students 15%) Math (All Students 19% EL Students 5%) This is an area for growth in both ELA and Math and also demonstrates a large gap between school-wide data and EL data.</p>
<p><b>Other Key Findings:</b></p>	<p>District Assessments: Santiago ELA Q3 Benchmarks is lower than the district average. District 60%, Santiago 50%. Santiago</p>

<p>What does your overall data show regarding progress towards goals?</p>	<p>has shown good growth at SHS from 2014 to 2015 34% to 50%</p> <p>Math Benchmark Scores are above the district average. District 38% Santiago 45% but demonstrated a 5% decrease from 2014 to 2015 50% to 45%</p>
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## 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%	96.03%	96.34%	96.06%	
	Chronic Absenteeism Rate	≤ 3%	2.12%	2.15%	2.11%	3.61%	1.26%	1.17%	
<b>Truancy Rate</b>	Truancy Rates	≤ 21%	2.7% (2012)	22.46% (2013)	22.13% (2014)	21.30%	67.23%	62.62%	
<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)	10.3%	11.10%%	7.20%%
		Annual adjusted grade 9-12 dropout rate	≤ 3%	2.2% (2012)	2.5% (2013)	2.1% (2014)	1.9%	2.50%	1.70%
<b>Graduation Rates*</b>	Graduation Rate	≥ 88%	87.8% (2012)	89.2% (2013)	89.7% (2014)	87.95%	88.50%%	91.40%%	
<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	2.93	3.02	3.00	
<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	3.23	3.29	3.28	
<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	3.03/77%	
	Self-Efficacy	≥ 3.0	N/A	N/A	ES 3.37/91% IS 3.21/88%	N/A	N/A	3.17/87%	

<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	3.17/89%
<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	2.96/80%
	Emotional Care	≥ 3.0	N/A	N/A	ES 3.02/74% IS 2.98/77% HS 3.00/80%	N/A	N/A	3.01/80%
	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	2.88/77%
<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	3.23	3.29	3.28
<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.
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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	2.63/63%	
	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	2.86/78%
		Bullying	≥ 3.0	N/A	N/A	ES 2.93/73% IS 2.74/66% HS 2.94/77%	N/A	N/A	2.86/74%
	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	2.98/51%
		Well-maintained	≥ 3.0	N/A	N/A	ES 3.17/85% IS 2.88/76% HS 2.67/66%	N/A	N/A	2.61/62%
<b>Suspension rates*</b>	Suspension Rate	≤ 3.6%	3.3%	3.3%	3.0%	2.26	2.82	1.25	
<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)	No Report%	0.29%	No Report%	
<b>Parent involvement rates*</b>	<p>The school offers the following programs:</p> <p>The school has representative(s) that regularly attends:</p> <p>X Parent Task Force X District English Learner Advisory Committee</p>	<p>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.</p> <p>Santiago has a robust parent education program. Annually we offer over 40 sessions of parent education programs implementing 10 Education Commandments, 40 Developmental Assets, Latino Family Literacy, Boys Town parent training, and the Parent project. Other parent events included: New Student Parent Information Night, Back to School Night, Open House, Internet/Bullying Safety Night, College Information Night, Career Fair, and other District sponsored Events.</p> <p>Santiago also openly recruits and invites parents to participate in School Site Council and our English Language Advisory Committee which meet regularly during the school year.</p>							
<b>Survey (Parents)*</b>	Student Climate Overall	≥ 3.0	N/A	N/A	3.32	N/A	N/A	3.19	

<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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DATA TO INFORM PROGRESS TOWARDS GOAL		LCAP EXPECTED OUTCOME	DISTRICT			SCHOOL		
			2013	2014	2015	2013	2014	2015
(Described as a composite scores by domain)	Adult Climate Overall	≥ 3.0	N/A	N/A	3.34	N/A	N/A	3.18
<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	3.33
	School Staff Climate Overall	≥ 3.0	N/A	N/A	3.31	N/A	N/A	3.3
<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>	<p>Graduation rate has been increasing for the past 3 years 2013:87.95, 2014:88.51, 2015:91.42 Dropout Rate has been decreasing 2013:10.3% to 2015 7.2% Staff and student climate are both positive scores. 2015 Student 3.33 out of 4, 2015 Staff 3.3 out of 4</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>Chronic absenteeism rate and truancy rates are both of areas of challenge and are being addressed. Santiago is implementing a comprehensive PBIS program to address the lower scores in Discipline and Bullying. Discipline &amp; Norms rate of 2.63/63% Feeling Safe at School 2.86/78%</p>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<p>All data reports from student survey show Santiago is above the district average in Goal 2 areas. Growth Mindset score of 3.03/77% of students, district HS 2.94/73% Self-Efficacy score of 3.17/87% of students, district HS 3.09/84% Expectations score of 3.17/89% of students, district HS 3.11/88%</p>



## Goal Three | LIFELONG SUCCESS

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

SCHOOL GOAL 3A: COLLEGE/CAREER READINESS		District-wide data that are predictive of success after high school will improve annually.							
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%	52.5%	57%	60%
<b>Early Academic Progress (EAP)*</b>	EAP College Ready Rates:	ELA	≥ 23%	26%	28%	28%	16.0%	17%	21%
		Math	≥ 13%	14%	11%	12%	5.0%	2%	2%
	EAP Conditionally- Ready Rates:	ELA	≥ 18%	18%	16%	34%	17.0%	12%	38%
		Math	≥ 30%	43%	39%	23%	30.0%	32%	17%
<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	830	830	828
		Reading	maintain or increase	38.8	38.8	444	36%	35%	413
		Writing	maintain or increase	38.2	37.7		36%	35%	
		Math	maintain or increase	40.2	40.7	449	37%	37%	415
	Average SAT Scores:	Critical Reading	≥ 500	476 (2012)	477 (2013)	478 (2014)	445	449	451
		Math	≥ 500	513 (2012)	508 (2013)	506 (2014)	460	451	455
		Writing	≥ 500	480 (2012)	478 (2013)	478 (2014)	447	447	443
	Average ACT Scores	Reading	≥ 20	21.31 only avg.	21.76 only avg.	21 (2014)	19.61	20%	20%

<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)			17%
		Math	≥ 20			22 (2014)			19%
		Science	≥ 20			21 (2014)			19%
<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%	22.0%	19%	20%	
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	3276 21.6%	3093 20.8%	3067 20.7%	20.8%	18%	18%	
	Total AP Exams	N/A	6562	6339	6160	809	741	680	
	AP Pass Rate* (exam scores 3, 4, 5)	≥ 57%	58.0%	61.1%	61.4%	41.53%	43%	36%	
<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%	63%	62%	73%
	At 4-Year College or University	≥ 30%	30%	30%	30%	23%	25%	27%
	At 2-Year College or University	≥ 39%	40%	41%	42%	40%	37%	46%

<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>Persistence Rate (Freshman to Sophomore Persistence)</b>	Overall	≥ 85%	90% (2011)	89% (2012)	88% (2013)	91%	83%	83%
	At 4-Year College or University	≥ 95%	97% (2011)	98% (2012)	97% (2013)	98%	97%	96%
	At 2-Year College or University	≥ 80%	86% (2011)	83% (2012)	83% (2013)	87%	75%	76%
<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	0.09
	2-Year	N/A	N/A	N/A	6%	N/A	N/A	0.83
<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>	<p>Santiago's A-G rate has been steadily increasing: 2013:52.5%, 2014:56.6%, 2015:59.8% Santiago's College enrollment rate has been steadily increasing: 2013:63% 2014:62% 2015:73%</p>
<p><b>Highlight Areas for Growth:</b> Which data reflected areas of growth needed for your school?</p>	<p>EAP College Ready Rates tied to CAASPP results. 59% ELA, 19% Math AP Pass Exams Given and Pass Rate 2013 - 809:41.53% 2014 - 741:42.78% 2015 - 680:36.47 Need to improve SAT scores for college ready students.</p>
<p><b>Other Key Findings:</b> What does your overall data show regarding progress towards goals?</p>	<p>TBD</p>

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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	On-going support throughout the school year.	All Faculty, Administration, Department Chairs, Site Liaison Team, TOSA's (two), Peer Coaches	Subs for release time Teacher Hourly Professional Development/Conference Fees	20000	28000
1a	Instructional Delivery - The expectation is that all staff will implement the K-12 Effective Instruction - GRR Framework (I Do, We Do, You Do) to provide high quality instruction and support student learning (teacher/student/content).	On-going support throughout the school year.	All Faculty, Administration, Department Chairs, Site Liaison Team, TOSA's (two), Peer Coaches			
1b	Deliver consistently rigorous lessons that engage students in using ExAL/WICOR to access complex text and demonstrate knowledge of the context.	On-going support throughout the school year.	All Faculty, Administration, Department Chairs, Site Liaison Team, TOSA's (two), Peer Coaches			
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	On-going support throughout the school year.	Administration TOSA/Teachers, Counselors	Subs for release time Teacher hourly Professional Development form external experts	10000	14000



<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	targeted populations (educationally disadvantaged youth).			Conference Fees		
2a	Staff will be provided opportunities to participate in multiple workshops/training focused on the Effective Instruction Model - Gradual Release of Responsibility (GRR).	On-going support throughout the school year.	Administration TOSA/Teachers, Counselors	Subs for release time Teacher hourly Professional Development form external experts Conference Fees		
2b	Faculty members will participate in PLC training and implementation. An additional team will participate in training during the 16-17 school year.	On-going support throughout the school year.	Administration TOSA/Teachers, Counselors			
2c	Faculty members will participate in weekly collaboration. Collaboration will be focused on supporting student learning through the PLC process. Teams will: 1. Set norms 2. Determine essential standards/skills 3. Co-plan lessons using ExAL/WICOR to increase student use of academic language, critical thinking, and writing. 4. Determine common assessments for essential standards 5. Participate in data analysis to inform their instruction and provide intervention for struggling students, and enrichment for all other students	On-going support throughout the school year.	Administration TOSA/Teachers, Counselors			
2d	Professional Learning Community (PLC) – School Vision, CAVS are, GGUSD Strategic Plan: A. School community will engage in the process of developing and sustaining a student-centered vision that	On-going support throughout the school year.	Administration TOSA/Teachers, Counselors			

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	reflects high expectations. B. Deliberate connections to the district vision and goals will be made during meetings (staff, department). E. Revise site documents with WASC VC recommendations (March 17, 2014 visit)					
3	<b>Extended Learning/Tutoring:</b> Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all achievement levels [improved/increased services for targeted populations (educationally disadvantaged youth)].	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs for release time Teacher hourly Professional Development form external experts Conference Fees		45000
3a	ASES Boys and Girls Club A. A plan will be developed, implemented and monitored by the B/G staff to support the school goals. B. Ongoing communication will take place between the B/G staff staff to establish and maintain a clear focus on student needs and how best to support them. C. Academic Reports (Quarter grades, attendance, etc.) of students participating in the after school program will be shared to assist B & G staff in supporting student needs.	On going evaluation and support	Administration TOSA/Teachers, Counselors			
3b	Designated staff will supervise and provide support and tutoring during extended hours in the Library Media Center	On going evaluation and support	Administration TOSA/Teachers, Counselors			
3c	Students will be enrolled in: Concurrent Credit Recovery, Credit Recovery, Summer School, and APEX to remain A-G and Graduation eligible.	On going evaluation and support	Administration TOSA/Teachers, Counselors		30000	

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
3d	Intervention and Supports Staff will analyze data (such as CAHSEE, Benchmark Exams, grades, subgroups, publisher embedded tests, and other reports in order to develop and implement intervention programs (before/after school) and to target specific curricular and behavioral deficiencies.	On going evaluation and support	Administration TOSA/Teachers, Counselors			17500
3e	Freshman will be targeted by our supplemental counselor and 9th grade assistant principal for progress monitoring, accountability, and academic support.	On going evaluation and support	Administration TOSA/Teachers, Counselors			9000
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.)	On going evaluation and support	Administration TOSA/Teachers, Counselors	Items listed on LCFF and Site Council Budgets.	60000	60000
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 ELA, Math, Science, History 2. Non Core 4 teacher requests can be submitted for review and purchase form LCFF and General Fund.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Materials and supplies for school based programs		
4b	Appropriate technology, software, and infrastructure will be obtained to meet the needs of student learning in the 21st century classroom. 1. Teacher with support of Admin/TOSA's will determine	On going evaluation and support	Administration TOSA/Teachers, Counselors	Technology Hardware and Software to support school based implementation of 21st		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	classroom needs, available monies, and priority for purchasing.			century classrooms.		
5	<b>Instructional Support for Students:</b> Provide instructional support personnel to support student needs and student achievement in the classroom, particularly for increased/improved services to targeted populations (educationally disadvantaged youth).	On going evaluation and support	Administration TOSA/Teachers, Counselors	Personnel to support implementation and support.	15000	30000
5a	Categorical budgets will be utilized to fund certificated and classified personnel to support student, parent and staff needs.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Personnel to support implementation and support.		
6	<b>Assessment and Data Analysis:</b> Use multiple types of assessments to measure achievement and use data to inform instruction.	On going evaluation and support	Administration TOSA/Teachers, Counselors			
6a	Site leadership teams including teachers will participate in the cycle of inquiry to evaluate and revise all programs and interventions.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies Career tracking and development software School Testing Cleark		
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	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON(S) RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
<b>TOTAL BUDGET PLANNING</b>					135,000	203,500

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies	30000	40000
1a	1 - Analyze, interpret, and use data to gather informative information on EL's which includes CST, CELDT & AMAO(Annual Measurable Achievement Objectives),	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	Benchmark exams, surveys 2 – Utilize the Academic Performance Survey (instructional program, leadership training, PD, monitoring, ongoing assistance, lesson planning, fiscal support). 3 - Support and services for EL’s 4 – Attend EL Training and Initiatives 5 – Become familiar with “tools” for supporting EL’s (pacing and addendums) 6 - Participate in training on reclassification procedures for GGUSD. 7 - Staff will embed writing strategies in content areas and provide explicit feedback to students –mastery of standard English (district rubric).			Development Materials and Supplies		
1b	All staff will be trained in strategies to support the acquisition of academic language. Strategies will include: WICOR, ExAL, Systematic ELD, Constructing Meaning, Thinking Maps, and a variety of CFU strategies. .	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
2	<b>Support for Reclassified English Proficient Students (RFEP)</b> Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and 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	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	supporting EL and RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.			Materials and Supplies		
<b>TOTAL BUDGET PLANNING</b>					30,000	40,000

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies	20000	60000
1a	We will maintain current self-regulatory programs of AVID, Forward, and Resource center, and embed self-regulatory strategies school-wide.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
1b	Maintaining National Demonstration Status and top level	On going evaluation	Administration	Subs release time		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	AVID certification will remain a top priority.	and support	TOSA/Teachers, Counselors	Teacher Hourly Professional Development Materials and Supplies		
1c	We will vertically align a plan to decrease the D/F ratio in all AVID courses by 25% by explicitly teaching focused notes and study techniques for the use of notes and binders, creating study groups that involve outside core teachers, having tutors make parent contacts, and working with students one on one to increase critical reading and writing.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
1d	AVID: We will create and utilize a year-long instructional plan to scaffold and practice writing and speaking academically. We will use the Gradual Release of Responsibility Model to teach and implement these written and spoken academic language strategies. Success will be measured by formative and summative assessments.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
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.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies	40000	80000
2a	Systematic training in instructional technology will be provided by our site technology team and participation in nationally recognized professional development opportunities.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		



<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
2b	By using Google Apps, Santiago staff will continue to develop and use content-specific instructional strategies based on the SAMR (Substitute, Agument, Modify, Redefine) model.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
3	<b>Library Media Center:</b> Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff. Enrich the library program through the purchase of supplemental materials and supplies.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		15000
3a	The Library Media Center will continue to serve as a hub for student academic and technology support.	On going evaluation and support	Administration TOSA/Teachers, Counselors	Subs release time Teacher Hourly Professional Development Materials and Supplies		
<b>TOTAL BUDGET PLANNING</b>					60,000	155,000

## Goal Two | PERSONAL SKILLS

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

<b>SCHOOL GOAL 2A:</b>	Students will demonstrate continued growth in their attitude towards learning.					
<b>MOTIVATION</b>	WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers. WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)					
#	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.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies	10000	17823
1a	Implementation of PBIS though the "CAVS are.. " student engagement program.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
2	<b>Incentives:</b> Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Educationally based incentives		10000
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).	On-going support and evaluation throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies	41150	

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

WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
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.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		10000
4a	Students who have habitual tardies and/or truanancies are referred to SARB/TRC. <ul style="list-style-type: none"> <li>Benchmark 9-12 sites to replicate effective attendance and truancy practices</li> <li>Plan to be developed to address the tardy issue</li> <li>Assembly schedules to be reviewed to ensure adequate accommodations and supervision</li> </ul>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
4b	Students who have habitual tardies and/or truanancies <ul style="list-style-type: none"> <li>Each tardy equals a detention</li> <li>5 unserved detentions equal a Saturday School</li> <li>Continual tardies will progress into the ASC (Alternative Suspension Class) and a parent meetings</li> <li>Still continued progresses into a suspension</li> </ul> Truanancies <ul style="list-style-type: none"> <li>Home Visits</li> <li>Saturday School</li> <li>Phone calls home to parents</li> <li>SARB Process</li> <li>Parent meetings</li> <li>ASC</li> </ul>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		

<b>SCHOOL GOAL 2A: MOTIVATION</b>	Students will demonstrate continued growth in their attitude towards learning.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	Positive Interventions <ul style="list-style-type: none"> <li>Cavs Are Fast Passes during 1st period every Friday</li> <li>Working on more attendance competitions for next year</li> </ul>					
<b>TOTAL BUDGET PLANNING</b>					51,150	37,823

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		40000
1a	Supplemental counselor is provided to support academic	On-going support	Administration	Interventions and		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	and social emotional needs of students.	throughout the school year.	TOSA/Teachers Counselors	training. Professional Development Teacher hourly Materials and Supplies		
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.)	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		1000
2a	Career focused clubs and partnerships.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
2b	College and career focused field tips available to all students.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
3	<b>Anti-Bullying/Internet Safety:</b> Develop strong bullying/cyberbullying prevention programs	On-going support throughout the school	Administration TOSA/Teachers	Interventions and training.		5000

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	across the district at all levels educate all stakeholders, including proactive programs.	year.	Counselors	Professional Development Teacher hourly Materials and Supplies		
3a	Student support will include: Assemblies Teacher led activities PBIS implementation Outside agency support Other Programs	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
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.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies	2000	
4a	Red Ribbon Week PBIS Information Assemblies Student Activities Group Counseling/Mindfulness FNL	On-going support throughout the school year.	Administration TOSA/Teachers Counselors	Interventions and training. Professional Development Teacher hourly Materials and Supplies		
<b>TOTAL BUDGET PLANNING</b>					2,000	46,000

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies	10000	
1a	Designated staff provides formal meetings in English, Spanish, and Vietnamese on the following topics: AVID Parent Meetings, College Information Night, CAHSEE, PSAT Scores, A-G Requirements, Financial Aid/Scholarships, Re-Classification, 40 Dev. Assets, Back-To-School Night, and Open House, 10 Commandments, Boys Town, Parent Project, Latino Family Literacy	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
1b	Designated staff will use media available to maintain a seamless line of communication with parents, students and the community regarding school academics activities, opportunities, etc. (School Messenger, Flyers, Newsletters, Marquee.)	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
1c	Community Liaisons will make personal phone calls to invite parents to participate in parent education offerings, activities, special events, etc.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				Materials and Supplies		
1d	Parent graduation from designated parent education events as culminating activity.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
1e	School to work with booster groups and alumni association for fund raise for scholarships.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
1f	Parent training on parent portal	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2	<b>Parent Community Outreach:</b> Ensure that parents/guardians are provided multiple opportunities to increase involvement and engagement in student learning through a strong home-school-community	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development	5000	10000



<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	partnership,. Outreach services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.			Teacher hourly Staff Hourly Materials and Supplies		
2a	School administration will work in conjunction with district Parent and Community Outreach office to host additional meetings on campus. Topics may include but are not limited to: Internet Safety, Drug Awareness, Career Explorations, Risky Behavior, Academic Excellence, Scholarship applications.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2b	Parents will participate in Parent Project counseling specifically designed for parents of very challenging youth. Program is sponsored by our Garden Grove Boys and Girls Club.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2c	Parents will participate Boys Town program to strengthen family relationships.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2d	10 Educational Commandments: Training will be offered for the purpose of implementing the program at the school site.	On-going support throughout the school	Administration TOSA/Teachers	Interventions and training.		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	<ul style="list-style-type: none"> <li>Teams may be created at the school site to provide parents with the opportunity to meet a variety of staff members who may offer multiple perspectives.</li> <li>Training will be offered for parents and staff to incorporate parents into the school-team model.</li> </ul>	year.	Counselors Classified Personnel	Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2e	40 Developmental Assets - <ul style="list-style-type: none"> <li>Training will be offered for the purpose of implementing the program at the school site.</li> <li>Determine how the 40 Developmental Assets program will be coordinated with existing parent education programs, such as 10 Education Commandments.</li> <li>Promote the new parent program and begin implementation during the school year.</li> </ul>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2f	Community Outreach Meetings <ul style="list-style-type: none"> <li>Parents and staff will attend meetings based on parent-driven topics of interest.</li> <li>Parents and staff will share the information with their principal, staff, and other parents.</li> <li>Schools may host site based Community Outreach Meetings, modeled after the district Community Outreach Meetings.</li> </ul>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
2g	Boys and Girls Club Partnership <ul style="list-style-type: none"> <li>Students attend the Boys and Girls Club after school program and receive homework assistance on a daily basis, as well as participate in enrichment programs.</li> <li>The principal will collaborate with the site coordinator</li> </ul>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	<p>to align the after school program with the regular school day.</p> <ul style="list-style-type: none"> <li>Parents are invited to quarterly family night events.</li> <li>Funding provided by the After School Education and Safety (ASES) grant and district in-kind support.</li> <li>Development of a Parent Project Cohort at SHS.</li> </ul>			Staff Hourly Materials and Supplies		
3	<p><b>Home-School Communication:</b>  Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check email twice daily and respond before the end of the following business day. Regularly communicate with parents.</p>	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
3a	School will regularly communicate through a variety of methods including: mail, Email, Parent Portal(Grades) School Messenger, School Website, Social Media(Instagram), and weekly digital newsletter.	On-going support throughout the school year.	Administration TOSA/Teachers Counselors Classified Personnel	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		8000
4	<p><b>Facilities Maintenance:</b>  Ensure that schools and other district facilities are clean and well-maintained. (Site-LCFF)</p>	On-going support throughout the school year.	Administration	Interventions and training. Professional Development Teacher hourly Staff Hourly		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				Materials and Supplies		
4a	Monthly campus walk-through meetings with Plant Manager to discuss and organize upkeep.	On-going support throughout the school year.	Administration	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
4b	Monthly campus safety inspection and documentation completed and filed.	On-going support throughout the school year.	Administration	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
4c	Room cleanliness inspections performed by evening custodial lead.	On-going support throughout the school year.	Administration	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
5	<b>Campus Safety:</b> Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-	On-going support throughout the school year.	Administration Teachers Counselors Classified Staff	Interventions and training. Professional Development		10000

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness.			Teacher hourly Staff Hourly Materials and Supplies		
5a	Five campus safety assistants have overlapping schedules that begin at 7:30 am and end at 4:30 pm.	On-going support throughout the school year.	Administration Teachers Counselors Classified Staff	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		
5b	Santiago has a School Resource Officer assigned to our campus	On-going support throughout the school year.				
6	<b>Discipline &amp; Rules:</b> Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.	On-going support throughout the school year.	Administration Teachers Counselors Classified Staff	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		10000
7	<b>Partnerships:</b> Maintain partnership with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School District.	On-going support throughout the school year.	Administration Teachers Counselors Classified Staff	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		

<b>SCHOOL GOAL 2C: CLIMATE</b>	Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
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.	On-going support throughout the school year.	Administration Teachers Counselors Classified Staff	Interventions and training. Professional Development Teacher hourly Staff Hourly Materials and Supplies		2000
<b>TOTAL BUDGET PLANNING</b>					15,000	40,000

## Goal Three | LIFELONG SUCCESS

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

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
 WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Confernece fees Substitute teachers for release time Career and college guidance software	2000	3000
1a	Staff promotes field-trips to universities	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
1b	Guests speakers promote college going opportunities through yearly assemblies/meetings	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
1c	Maintain AVID National Demonstration site status. AVID personnel (Kuberski, DuFault, Kennedy) will attend AVID National Convention yearly as financially feasible. Host demo visit as requested.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
1d	Develop pathways for 4 year and 2 year colleges and universities with an emphasis on career success.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for		



<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				program support Conference fees Substitute teachers for release time Career and college guidance software		
1e	Santiago counselors are implementing California Colleges career and college guidance course work and software schoolwide. All students will interact with the software during lessons lead by their counselor.	Ongoing throughout the school year	Counselors	Materials and supplies for school based programs		
2	<b>Student Mentoring:</b> Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		1000
2a	All middle school AVID Excel 7-8 students are transitioned into AVID 9	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				Conference fees Substitute teachers for release time		
2b	CAVS Crew develops positive relationships between current students and incoming 9th grade students.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
2c	USC College Focus Counselor meets with all 11th and 12th grade students to develop action plan for after college.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
2d	A school wide student mentoring program will be established. <ul style="list-style-type: none"> <li>Specific students will be mentored by school employees</li> </ul>	Ongoing evaluation and support	Administration Counselors Teachers	Materials and supplies for school based programs		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	based on identified need.		Classified Staff Parents	Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
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.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time	2000	3000
3a	Counselors use district placement recommendations and placement matrix.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents			
3b	All students meet individually with their counselor two times a year and/or AVID teacher to develop their 4-year plan. A school-wide student goal setting document is used, and revised annually.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff	Materials and supplies for school based programs Teacher hourly for		

<b>SCHOOL GOAL 3A: COLLEGE/CAREER READINESS</b>	District-wide data that are predictive of success after high school will improve annually.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	<ul style="list-style-type: none"> <li>Components will include data review, individual goal setting aligned with district goals, and recognition of student progress.</li> </ul>		Parents	program support Classified hourly for program support Conference fees Substitute teachers for release time		
4	<b>(Secondary Focus) Course Rigor and Advanced Placement (AP)</b> Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		20000
4a	Participate in EOS survey and protocols to determine school gaps in AP placement and opportunities.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
4b	Develop AP intervention and support plan to increase AP success.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
4c	Teachers attending AP specific training	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		
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.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support		

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				Conference fees Substitute teachers for release time		
5a	All students have the opportunity to take the PSAT <ul style="list-style-type: none"> <li>Selected 9th grade students</li> <li>All 10th grade students</li> <li>All 11th grade students</li> </ul>				3000	
<b>TOTAL BUDGET PLANNING</b>					7,000	27,000

<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: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	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.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support		

<b>SCHOOL GOAL 3B:</b> <b>COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
				Classified hourly for program support Conference fees Substitute teachers for release time		
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.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support Conference fees Substitute teachers for release time		15000
3	<b>Alumni Engagement:</b> Provide opportunities for alumni engagement and alumni outreach.	Ongoing evaluation and support	Administration Counselors Teachers Classified Staff Parents	Materials and supplies for school based programs Teacher hourly for program support Classified hourly for program support		3000
3a	Santiago Alumni support our students through a variety of activities: <ul style="list-style-type: none"> <li>Annual Alumni Picnic</li> </ul>	Ongoing evaluation and support	Administration Counselors Teachers			

<b>SCHOOL GOAL 3B:</b> <b>COLLEGE/CAREER SUCCESS</b>	College and career entrance and completion rates will improve annually.
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WASC School Wide Learner Outcomes: Successful, Civic-minded, Critical Thinkers.  
WASC Critical Learner Need: Identify and implement appropriate support for all students with an emphasis on targeting sub groups that are under performing. (EL students and students with special needs)

#	ACTION STEPS	TIMELINE AND TARGET DATES	PERSON RESPONSIBLE	BUDGETED EXPENDITURES	FUNDING SOURCE	
					TITLE I	SITE-LCFF
	<ul style="list-style-type: none"> <li>Fundraising at school activities</li> <li>Alumni scholarships</li> <li>Alumni department grants</li> <li>Alumni Athletic Events</li> </ul>		Classified Staff Parents			
<b>TOTAL BUDGET PLANNING</b>						18,000



## Summary of Expenditures

SCHOOL GOAL 1A	
TITLE I	135,000
SITE-LCFF	203,500
<b>Total</b>	<b>338,500</b>

SCHOOL GOAL 1B	
TITLE I	30,000
SITE-LCFF	40,000
<b>Total</b>	<b>70,000</b>

SCHOOL GOAL 1C	
TITLE I	60,000
SITE-LCFF	155,000
<b>Total</b>	<b>215,000</b>

SCHOOL GOAL 2A	
TITLE I	51,150
SITE-LCFF	37,823
<b>Total</b>	<b>88,973</b>

SCHOOL GOAL 2B	
TITLE I	2,000
SITE-LCFF	46,000
<b>Total</b>	<b>48,000</b>

SCHOOL GOAL 2C	
TITLE I	15,000
SITE-LCFF	40,000
<b>Total</b>	<b>55,000</b>

SCHOOL GOAL 3A	
TITLE I	7,000
SITE-LCFF	27,000
<b>Total</b>	<b>34,000</b>

SCHOOL GOAL 3B	
TITLE I	
SITE-LCFF	18,000
<b>Total</b>	<b>18,000</b>

Total Allocation	
TITLE I	300,150
SITE-LCFF	561,323

Total Expenditures	
TITLE I	300,150
SITE-LCFF	567,323

Balance	
TITLE I	0
SITE-LCFF	-6,000

## 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
Michael Kennedy	
Vickie Miller	
Kelli Kuberski	
Suzie Orozco	
Jeanne Wu	
Sally Yakinian	
Patricia Guzman	
Felipa Morelos	
Hermila Martinez	
Cheryl Garcia	

School Safety Planning Committee	
Printed Name	Signature
Holly Jefferson	
Judie Kirskey	
Ivan Centeno	
Shannon Macrill	
Shannon Bennett	
Rocky Gray	
Teri Ann Osborne	
Matt Brewer	
Justin Werth	

## 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**

It is the vision and mission of Santiago High School to provide the highest quality education for our diverse student body. Students at Santiago are held to high expectations of academic achievement and citizenship. Students are presented with opportunities to be successful through a rigorous, standards-based academic curriculum, diverse extra-curricular program and caring support structure. Santiago staff members endeavor to make this vision a constant reality.

### **Mission**

**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.	January 2017	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.	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

8. Strategic Plan Survey data will be analyzed for trends and significant findings. Results will be shared at SSC, ELAC, and staff meetings with opportunities for input from parents.	Spring 2017	Administrator, SSC, Leadership team	Agenda, and development of the site PBIS plan.
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**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.	Fall 2016	Administrators	Meeting Minutes or copy of flier.
9. Update Substitute folders to include all safety procedures.	As needed	Administrators	Review substitute folders

**Santiago High School  
School Parental Involvement Policy  
2016-2017**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:  
Parent participation in meetings and activities to update and enhance our programs and practices. Approved by School Site Council on 4/27/2016

Parents had the opportunity to review and provide input. Translators were available to assist with the discussions.

This policy was adopted by on 4/27/16 and will be in effect for the period of (2016-2017). The school will distribute this policy to all parents on or before (May 2016). It will be made available to the local community on or before (May 2016). Santiago High School notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

Signature of Administrator     Michael Kennedy     Date     4/27/16

Signature of ELAC Chairperson     Patricia Guzman     Date     4/27/16

Signature of SSC Chairperson     Vickie Miller     Date     4/27/16

SSC Approval Date     4/27/16

ELAC Approval Date     5/4/2016

Board Approval Date     July 19, 2016

**Part I: General Expectations**

**Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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. Santiago 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:
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**Scheduling**

*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.
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**Activities/ Information Provided to Parents**

*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.
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*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.
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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.
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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).
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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.
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6. Santiago 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. Santiago 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. Santiago 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
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.
School Alumni Barbeque	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.
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.
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.
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	Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.

7. Santiago 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:

	provide input.	
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	Parents can assist in the development of school events.

8. Santiago 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.
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. Santiago 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. Santiago 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:
<b>Educating School Personnel in How to Work with Parents as Partners</b>	
*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.
<b>Training Parent Education Facilitators</b>	
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.).
<b>Supporting Student Achievement through Coordination of District Programs</b>	
Coordination:	Inform parents of school and district-wide 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 / Fundraising 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; 40 Developmental Assets, Latino Family Literacy Program, Parent Project</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> ).

9. Santiago 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. Santiago 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:
Family Center:	Provide a place for parents to meet that is equipped with resources and information for families.

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

Action:	Description:
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**Jointly Developing the School-Parent Compact**

*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.

**Informing Parents about the School-Parent Compact**

*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.

**Distributing the School-Parent Compact**

*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.	\$415,831			

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

**Santiago High School**

State Object Expenditure (4400 or 6400 or 6200 WAN) <b>(A)</b>	Description of item expenditure <b>(B)</b>	Funding Source (Title I) <b>(C)</b>	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps)		Quantity <b>(E)</b>	Total Cost <b>(F)</b>
			<b>(D)</b>			
			Goal Area	Action Step Category		
4400	Copy Machine	Title I	1A	2	2	9000
4400	Laptops	Title I	1A, 1C	1A-2, 1C-2	10	14000
4400	Chromebooks	Title I	1A, 1C	1A, 1C-2	30	8850
4400	Desktop Computers	Title I	1A, 1C	1A, 1C-2	20	20000
4400	Short Throw Projectors	Title I	1A, 1C	1A, 1C-2	9	15000

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

**Santiago High School**

Site LCFF budget as of 5/18/16            372604  
 Remaining Balance:                            5,799.80

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

<b>Cost Calculations:</b> Teacher hourly \$62 Substitute daily \$153 Presenter hourly \$75 Community Liaison \$32 (average cost) Tech Assist hourly \$28 (average cost)	<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
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**How was input gathered from your stakeholders (i.e., staff members, parents, students)?**  
 Input was gathered from staff during a leadership team meeting, staff meeting, and from other stakeholders at SSC meeting.

Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education		K-12 Ed Svs Notes
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes	
1. Rossier Mental Health 15 Hours	2B	2B-1	1	44000	X		X		
2. Tutoring and Library Extended Hours	1A, 1B, 1C	1A-5, 1B-2, 1C-3	1	50000	X		X		\$12,160) \$9920 160 VAPA, \$2240 160 tutor hrs MS 10/6
3. Chromebooks	1A, 1B	1A-5, 1B-2	108	28000	X		X		\$13,191.36 Chromebooks PO # K72R0056 MS 8/16/16
4. Short Throw Projectors	1C, 2C	1C-2, 2C-4	24	37000	X		X		\$21982 - 16 ea - ks 8/3



Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education		K-12 Ed Svs Notes
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes	
5. Chromebook Carts complete with Chromebooks	1C	1C-2	3	41970	X		X		\$41970) \$32630 (108) Chromebooks, \$9340 (4) Carts
6. Security Cameras	2C	2C-5	10	1000	X	Please discuss with Kelly and submit a Request for Building of Site Modification (Form 9705.13) to begin the approval process before purchasing	X		
7. Document Cameras	1C	1C-2	5	3000	X		X		\$3209.54 (5) Elmo MS 7/22
8. Classroom Technology needs. Printers, Elmos, Apple TV, etc..	1C	1C-2	20	20000	X		X		(\$4925) \$944 bundle, \$385 - Apply Tv, etc - ks 10/28 \$753 VGA cables, HDMI cables MS 11/2 \$1199 Toner,\$1552 Toner MS 11/28 \$93 Power adapters 12/12 MS
9. Science Lab Materials and Supplies	1C	1C-2	1	6000	X		X		
10. Sound System for Cafeteria	1C	1C-2	1	2000	X		X		

Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education		K-12 Ed Svs Notes
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes	
11. 2 LED TV monitors	1C	1C-2	2	1200	X		X		
12. Digital Recording Devices for AP exam	1C	1C-2	100	10000	X		X		
13. Portable Projector Screen	1C	1C-2	1	600	X		X		
14. Student Lunch Benches	2C	2C-1,5	15	6000	X		X		
15. Portable Sound System	2B, 1C	2B-2, 1C-2	2	2500	X		X		
16. Expert Coaching for Instrumental Music and Color Guard	1A	1A-4	3	9000	X		X		
17. Cue Conference	1A	1A-3	8	8000	X	-pending sub availability	X		4,940 AB
18. PLCs @ Work Conference	1A-3	1A-3,5	10	10000	X		X		\$11,493) PLC conf. \$7,362 AB 7/21 \$4131 Subs for conf. MS 8/19
19. Musical Instruments	1A	1A-2	10	14000	X		X		(\$16,360)\$184 8 - Woodwind order - ks 12/20; \$708 (6) Casio keyboards MS 7/12 \$11803.42 Bertrand's Music MS 7/22 \$2000 Adams vibraphone MS 12/9
20. Class Room Furniture	2C	2C-1	3	30000	X		X		(\$27306)

Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education		K-12 Ed Svs Notes
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes	
									\$25452 - chairs/desks (72 ea) - ks 8/2 \$1715 (25) music chairs w/ dolly MS 9/8 \$139 !8" Stool Room 202 MS 9/22
21. Computer Software Adobe	1A	1A-2	126	2356.20	X		X		\$2356.20 Adobe Creative Cloud MS 7/22
22. School Environment Enhancements - Paint, Banners, Windscreens, Positive messages,	2c	2c-1, 4, 6	1	5000	X		X		\$2061 - posters - ks 8/1 - \$2665.00 - wind screens - bk 8/2
23. Subs for WASC Leadership Team Release and Writing	1A	1A-1, 2, 6	1	5050	X		X		\$5049) WASC subs 9/14, 10/24, 11/14 MS 8/22
24. Subs for Professional Development	1A	1A-1	1	1000	X		X		\$612 CMC Math Conference MS 9/23
25. World Language Common Assessment Calibration	1A	1A-1	1	3720	X		X		
26. WASC Leadership PD and Team Training 8/26/16	1A	1A-1	1	5208	X		X		\$5208 MS 10/6
27. CMC Math	1A	1A-1	1	5000	X		X		

Item Requested	Justification		Quantity	Total Cost	K-12 Ed Services		Office of Elementary/Secondary Education		K-12 Ed Svs Notes
	Goal Area	Action Step Category			Approved	Notes	Approved	Notes	
Conference									
28. Transportation for Student enrichment, field trips	1A	1A-1	1	5000	X		X		
29. Instrumental music and Color Guard Expenses	1A	1A-2	1	5000	X		X		1260) Peacocks Marching world MS 1/6
30. Voice Recorders for AP Spanish Language Test	1A	1A-2	120	5200	X		X		\$5561) 120 Voice tracers MS 1/10
<b>Total</b>				366,804.20					

**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
X	X

**SECTION D: CATEGORICAL PERSONNEL**

Title of Position (Currently in place)	% FTE	# of Positions budgeted*	Funding Source		Justification for Title I funded positions
IA-B TITLE 1	18.75%	1	Title I	Site LCFF	
			Title I	Site LCFF	
HEALTH ASSIST	37.5%	1	Title I	Site LCFF	
TECH ASSIST I	43.75%	3	Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	
			Title I	Site LCFF	

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

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

## SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by **May 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.**

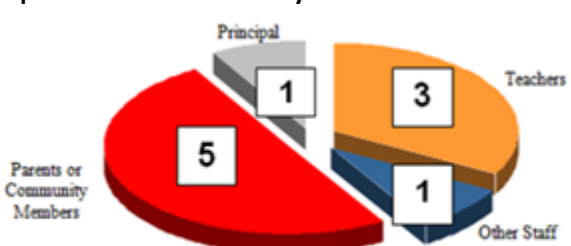
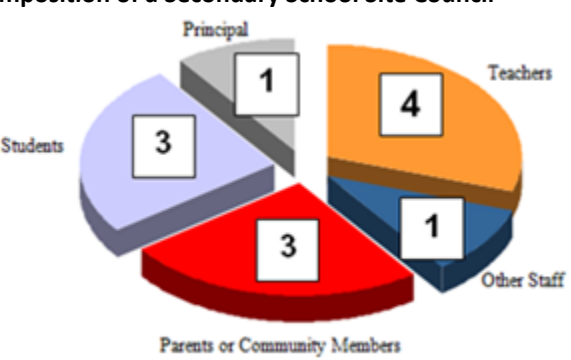
Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for **3 years**.

### Santiago 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>Principal</td> <td>1</td> </tr> <tr> <td>Teachers</td> <td>3</td> </tr> <tr> <td>Other Staff</td> <td>1</td> </tr> <tr> <td>Parents or Community Members</td> <td>5</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>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>Students</td> <td>3</td> </tr> <tr> <td>Parents or Community Members</td> <td>3</td> </tr> </tbody> </table>	Category	Number of Members	Principal	1	Teachers	3	Other Staff	1	Parents or Community Members	5	Category	Number of Members	Principal	1	Teachers	4	Other Staff	1	Students	3	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																						
Principal	1																						
Teachers	3																						
Other Staff	1																						
Parents or Community Members	5																						
Category	Number of Members																						
Principal	1																						
Teachers	4																						
Other Staff	1																						
Students	3																						
Parents or Community Members	3																						

**Santiago 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.	Michael Kennedy
	<b>Teachers</b>
2.	Mrs. Vickie Miller
3.	Mrs. Kelli Kuberski
4.	Ms. Suzie Orozco
5.	Mrs. Jeanne Wu
	<b>Other Staff</b>
6.	Sally Yakinian

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Patricia Guzman
2.	Felipa Morelos
3.	Hermila Martinez
	<b>Students</b>
4.	Lisette Coronel
5.	Ady Zamudio
6.	Long Hoang

**NOMINATION PROCESS: CHECK ONE**

<b>GROUPS</b>	<b>HOW WERE NOMINATIONS MADE?</b>	<b>DATE</b>
1. <b>Teachers</b>	XNomination Ballot or Verbal at meeting	9/12/15
2. <b>Other Staff</b>	XNomination Ballot or Verbal at meeting	9/12/15
3. <b>Parents</b>	XNomination Ballot or Verbal at meeting	9/24/15

**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	9/23/15
2. <b>Other Staff</b>	X Voting ballot Ballot or Hand Vote and Tally	10/01/15
3. <b>Parents</b>	X Voting ballot Ballot or Hand Vote and Tally	10/10/15

**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 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.

### Santiago 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.

Composition of English Learner Advisory Committee	Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).
<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>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>



**Santiago 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.	Michael Kennedy
2.	
3.	
4.	
5.	

NAME OF PARENTS AND NAME OF THEIR EL STUDENT		
1.	Patricia Guzman	Jose Guzman
2.	Hermila Martinez	Juan Martinez
3.	Maria Ruiz	Elmer Sanchez
4.	Simon Lemus	Karen Lemus
5.	Evangelina Diaz	Perla Mendoza

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	÷	6	=	83%	≥	36%

\* 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
Patricia Guzman Felipa Morelos

WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
10/28/15

HOW WERE NOMINATIONS MADE?	DATE
Check One: Nomination Ballot or XVerbal at Meeting	10/28/15

HOW DID VOTING OCCUR?	DATE
Check One: Voting Ballot or XHand Vote & Tally	10/28/15

## 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
  - 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: 10/18/15**

*Attested:*

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

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Mrs. Vickie Miller		11/18/15
Teacher	Mrs. Kelli Kuberski		11/18/15

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

Attested:

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Teacher	Ms. Suzie Orozco		11/18/15
Teacher	Mrs. Jeanne Wu		11/18/15
Teacher	Mrs. Cheryl Garcia		11/18/15
Staff	Mrs. Nancy Kishishita		11/18/15
Staff	Mrs. Sally Yakinian		11/18/15
Parent	Mrs. Patricia Guzman		11/18/15
Parent	Mrs. Felipa Morelos		11/18/15
Parent	Mrs. Hermila Martinez		11/18/15
Student	Lisette Coronel		11/18/15
Student	Ady Zamudio		11/18/15
Student	Long Hoang		11/18/15
Principal	Michael Kennedy		11/18/15
Student	Christy Le		11/18/15
Student	Narcisa Morelos		11/18/15
			11/18/15

## 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
	Vickie Miller		11/18/15
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Patricia Guzman		11/18/15
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Sally Yakinian		11/18/15
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Michael Kennedy		11/18/15