

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012



# 2010-2012 Single Plan for Student Achievement for ALAMITOS

## District Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life.

To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

## District Goal

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects (Goal 1) and achieve proficiency in the use of the English language (Goal 2). These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.

SSC Approved: February 23, 2011

Board Approved: March 15, 2011

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**

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

Check  those that apply:

- Not receiving Title I  
Complete Sections A-F
- Schoolwide Title I  
Complete Sections A-F
- Targeted Assistance Title I  
Complete Sections A-F
- Program Improvement: Year 1  
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
- Adequate Yearly Progress (AYP) performance data for all students and subgroups are used to develop the instructional support program
- California English Language Development Test (CELDT) 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 California Healthy Kids Survey (CHKS)
- 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

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**SECTION A** (continued from previous page)

**(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:
  - Strengthen the core academic program in the school
  - Increase the amount and quality of learning time and help provide an enriched and accelerated program
  - Deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during school hours
  - Include strategies for meeting the educational needs of historically underserved populations
  - Addressing the needs of low-achieving students and those at risk of not meeting state academic content standards
  - Provide effective programs for English learners
  - Address how the school will determine if such needs have been met
  - Are consistent with the state plan and LEA plan
- Instruction by highly 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

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COMMON PAGES (SECTIONS C THROUGH F)**

**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 and English Learner Advisory Committee**

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

**SECTION F**

**Recommendations and Assurances**

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

**GUIDELINES FOR MODIFICATIONS TO THE PLAN**

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

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

**PROCEDURES FOR MID-YEAR REVISIONS**

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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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:

<b>Required PI Plan Elements</b>	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***

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**2010-2011 *Single Plan for Student Achievement* Action Steps: Alamitos Intermediate School**

Data Element	Number	Action Steps	Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
<b>Goal 1 &amp; 2 Achievement</b>	1a	<p>Teachers will utilize a scaffolded instructional delivery method (ie. Gradual Release of Responsibility) and research based instructional strategies. Students will be able to work in flexible groups and/or independently to complete tasks, assignments, and projects that demonstrate their achievement and mastery of grade level standards and objectives. All students will have opportunities to respond and share their understanding orally and/or in writing. In order to accomplish this, teachers will:</p> <ul style="list-style-type: none"> <li>▪ Design and model student centered instructional lessons.</li> <li>▪ Hold students accountable with regular checks for understanding to ensure students are engaged and comprehending, and by monitoring student progress toward mastery of the daily learning objective(s).</li> <li>▪ Use assessments and student achievement data to scaffold and differentiate instruction in order to meet the needs of all learners</li> <li>▪ Use strategies that meet the individual needs of Special Education students (ie. Gateways, Inclusion, Resource Center) in order to increase the number of these students meeting District Goal 1 and/or Goal 2.</li> <li>▪ Use strategies that meet the individual needs of EL students (ie. Systematic ELD, Constructing Meaning) by increasing the number of these students reaching English proficiency and/or reclassifying.</li> </ul>	<ul style="list-style-type: none"> <li>-Common Assessment Data</li> <li>-Benchmark Data</li> <li>-CST Results</li> <li>-CELDT</li> <li>-Re-designation Reports</li> <li>-Goal 1 &amp; 2 Reports</li> <li>-Quarterly Grades (D-F rate)</li> <li>-Seating Charts</li> <li>-Course Placement in Intermediate &amp; High School classes</li> <li>-Prof. &amp; Staff Development</li> </ul>	Fall 2010 & ongoing	Administration Teachers	Title 1 SLI ELAP EIA	<ul style="list-style-type: none"> <li>• Support and encourage attendance at related school-based, district, and other approved trainings.</li> <li>• Support and encourage the collaborative efforts to develop, design and deliver instruction that regularly utilizes these instructional practices.</li> <li>• Identifying potentially proficient students &amp; students not reclassifying</li> <li>• Continue to provide inclusion opportunities for SE students</li> </ul>

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<b>Data Element</b>	<b>Number</b>	<b>Action Steps</b>	<b>Completion</b>	<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Funding Source</b>	<b>Monitoring Comments</b>
<b>Goal 1 &amp; 2 Achievement</b>	1b	<p>Teachers will develop their proficiency with instructional strategies which explicitly support the development of students' self regulatory skills, and which provide students with the necessary scaffolding (differentiation) and rigor so that students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take charge of their learning by setting goals, managing time, taking notes, studying for tests, staying organized, and asking questions.</li> <li>▪ Monitor and reflect on their own progress toward mastery of objectives and grades.</li> <li>▪ Accurately assess and advocate for themselves when they need help.</li> <li>▪ Increase knowledge of themselves as a learner and how to persevere when learning becomes more difficult or challenging.</li> <li>▪ Work productively and collaboratively with their peers.</li> <li>▪ Ultimately become more motivated learners.</li> </ul>	<p>-Professional &amp; Staff Development</p> <p>-Principal/AP observations</p> <p>-D/F reports</p> <p>-GPA reports</p>	Fall 2010 & ongoing	-Administration - Teachers	Title 1 SLI	<ul style="list-style-type: none"> <li>• Support and encourage attendance at related school-based, district, and other approved trainings</li> <li>• Support and encourage the use of strategies or practices with students that develop self-regulation, such as Gradual Release of Responsibility (ie. Think alouds, modeling, guided instruction, collaborative groups, independent work), WICR, Checks for understanding, Item Analysis, Mentoring, etc</li> </ul>
<b>Goal 1 &amp; 2 Achievement</b>	1c	<p>Provide targeted support and intervention for students not meeting Goal 1 (CST Progress) and/or Goal 2 (EL Progress).</p> <ul style="list-style-type: none"> <li>▪ Goal 1 – by providing in-class support and after school intervention to students in core academic areas.</li> <li>▪ Goal 2 – by providing training and in-class support to teachers to implement strategies that develop language proficiency in reading, writing, listening, and speaking</li> <li>▪ Provide Resource Center and Inclusion opportunities for Special Education Students, particularly those who have A-G potential.</li> <li>▪ Provide structured Systematic ELD and Constructing Meaning to EL students in core content areas.</li> </ul>	<p>-CST &amp; CELDT Results</p> <p>-Goal 1 &amp; 2 reports</p> <p>-Proficiency Gap &amp; Value Added Reports</p> <p>-Reclassification reports</p> <p>-Intervention rosters</p> <p>-various assessment results</p>	Fall 2010 & ongoing	-Administration -Counselor -Teachers -Intervention Coordinators	Title 1 SLI ELAP EIA	<ul style="list-style-type: none"> <li>• Consider potentially proficient students and students not reclassifying for intervention classes</li> <li>• Consider students not working to ability for Academy/Resource Center and after school support.</li> <li>• Student Placement in appropriate courses &amp; interventions</li> </ul>

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<b>Data Element</b>	<b>Number</b>	<b>Action Steps</b>	<b>Completion</b>	<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Funding Source</b>	<b>Monitoring Comments</b>
<b>Goal 1 &amp; 2 Achievement</b>	1c		-CST & CELDT Results -Goal 1 & 2 reports -Proficiency Gap & Value Added Reports -Reclassification reports -Intervention rosters -various assessment results	Fall 2010 & ongoing	-Administration -Counselor -Teachers -Intervention Coordinators	Title 1 SLI ELAP EIA	<ul style="list-style-type: none"> <li>• Consider potentially proficient students and students not reclassifying for intervention classes</li> <li>• Consider students not working to ability for Academy/Resource Center and after school support.</li> <li>• Student Placement in appropriate courses &amp; interventions</li> </ul>
	1d	During professional development opportunities, inter- and/or intra-departmental collaboration and peer coaching (ie. demos, co-plan/co-teach), teachers will work together to: <ul style="list-style-type: none"> <li>▪ Develop and/or add to their instructional capacity by implementing and aligning instructional practices.</li> <li>▪ Incorporate and plan into lessons, research based instructional frameworks, strategies, and check for understanding methods.</li> </ul>	-Common assessment data  -Dept. grading  -Peer Coaching Sign-Ups	Fall 2010 & ongoing  District-provided professional development September 2010	-Administration  -Department Chairs	Title 1 SLI EIA	<ul style="list-style-type: none"> <li>• Facilitate structured opportunities with each other to practice, support, observe, and collaborate, etc. about instructional lesson design and delivery.</li> <li>• TOSA Support</li> </ul>
<b>Goal 1 &amp; 2 Achievement</b>	1e	Provide parents with information and training opportunities that increase their capacity: <ul style="list-style-type: none"> <li>• To assist, support, and motivate their child in achieving the high academic goals set forth by the school and district, and by the</li> </ul>	-SSC  -ELAC  -Increased Parent Education	Fall 2010 & ongoing	-Administration -Counselor -Teachers	Title 1 SLI EIA	<ul style="list-style-type: none"> <li>• Asset Building Training</li> <li>• Parent Conferences</li> <li>• Student-Led Conferences</li> <li>• 6<sup>th</sup> Grade Parent Night-Spring</li> </ul>

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<b>Data Element</b>	<b>Number</b>	<b>Action Steps</b>	<b>Completion</b>	<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Funding Source</b>	<b>Monitoring Comments</b>
		state and federal governments. <ul style="list-style-type: none"> <li>• To inquire and acquire educational information about their child in their primary language.</li> <li>• To regularly monitor, access, and view (ie. Aeries Parent Portal) information about their child's grades and assignments via the internet.</li> </ul>	Attendance  -Registered Parent Portal users				<ul style="list-style-type: none"> <li>• Parent Portal Trainings</li> <li>• Department/Curriculum Nights</li> <li>• 10 Educational Commandments for Parents</li> </ul>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**Safe Schools Plan  
2010-2012**

***Vision***

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

***Mission***

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**FOCUS:  
Anti-Bullying**

**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 2009-10 California Healthy Kids Survey (CHKS) data as a base-line, the school community will incorporate the survey findings into the schools’ improvement plans, including a focus on anti-bullying via an asset development approach.*

Action Steps	Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1 A committee will be organized to address student issues regarding school connectedness and bullying issues on campus. <i>(School Site Council or School Safety Planning Committee)</i>	Fall 2010	Administrators, teachers, counselors (where applicable)	Agenda/ Minutes
2 California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings.	Spring 2011	Administrators, teachers, counselors (where applicable)	Agenda/ Minutes
3 Teachers will identify how positive student interactions can be supported within existing areas of the curriculum, school activities, and school programs.	January 2011	Administrators, teachers, counselors (where applicable)	Staff meeting
4 The committee will review current practices and recommend programs and/or strategies that will support anti-bullying and/or school connectedness. <i>(Program/Strategies may include: Building Relationships training, ASES/ASSETs programs, PeaceBuilders, Straight Talk Anti-Bullying Program, etc.)</i>	Spring 2011	Administrators, teachers, counselors (where applicable)	Agenda/ Minutes
5 Additional school-wide activities that emphasize and reinforce positive student behavior will be implemented throughout the year.	Fall 2010	All school staff	Implementation of activities
6 A method for students to report incidents of bullying or inappropriate behavior will be adopted.	Fall 2010	Administrators	Implementation of strategy
7 Parent programs will incorporate information regarding bullying and violence prevention strategies. (Programs to be promoted may include: 10 Educational Commandments, 40 Developmental Assets, Parent/Community Outreach meetings. Outreach meetings provide information and resources on topics such as at-risk behaviors, cyber-bullying, and drug and alcohol abuse.)	December 2010	Administrators	Agenda, School Parental Involvement Plan, Promotional materials

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**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.”

**FOCUS:  
Drug & Alcohol Prevention**

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

**Objective:** *Alcohol, tobacco, and other drug use will be diminished by 5% each year and students who need assistance with substance abuse programs will be provided appropriate referrals and support.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	A committee will be organized to address substance abuse issues.	Spring 2011	Administrators, teachers, counselors (where applicable)	Agenda/ Minutes
2	California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings.	Spring 2011	Administrators, teachers, counselors (where applicable)	Assessment results
3	Implement board approved substance abuse prevention programs: Life Skills	Spring 2011	Administrators, counselors (where applicable)	Principal observation, Lessons
4	Ensure that students who need a drug or tobacco intervention program are appropriately referred.	Spring 2011	All school staff	Referrals
5	High school and intermediate schools will identify (a) representative(s) to serve as a liaison to the district in the implementation of programs, services, and activities related to the Tobacco-Use Prevention Education (TUPE) grant. At the sixth grade level, elementary schools will participate in district-wide TUPE activities. The school will participate in the TUPE tobacco-free campaign.	Fall 2010	Administrators, Site TUPE liaison, and district TUPE project coordinator	Sign in sheet, extra duty time sheets, promotional materials
6	The school will implement the district-wide referral protocol for students found in violation of the tobacco-free policy (or other drugs). Students will be referred to receive support services provided by community partners. Intervention and cessation courses will be available for secondary students.	Spring 2011	Administrators, Site TUPE liaison, and district TUPE project coordinator	Referral paperwork, completion records, promotional materials
7	The school will participate in appropriate youth development components of the TUPE grant that foster activities to promote life skills strategies to support students in responding to peer pressure and making positive decisions when it comes to tobacco use.	Spring 2011	Administrators, Site TUPE liaison, and district TUPE project coordinator	Promotional materials, student incentives, student products and activities

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**FOCUS:  
Emergency Radio  
Communication System Practice**

**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:** *School staff will utilize the Orange County emergency communication system for schools, which will provide the ability to communicate via radio within the school, the district, and the O.C. system.*

<b>Action Steps</b>		<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Evidence of Completion</b>
<b>1</b>	School staff will continue to receive training on the use and maintenance of the emergency radios.	Spring/Fall 2010	District and site administrators	District sign-in
<b>2</b>	School staff will practice using the radios and will complete a monthly system check on a pre-designated date and time.	Fall 2010	Administrators	District call-in log
<b>3</b>	School staff will incorporate the radio system into their overall emergency communication plan and will utilize the radios during emergency drills.	Fall 2010	Administrators	Drill schedule

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***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.”

**FOCUS:  
Incident Command System  
and Lock Down Procedures**

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

**Objective:** *Lock down drills will be practiced periodically throughout the year. The Incident Command System will be utilized.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	Administrators will review the district Lock Down procedures.	Fall 2010	Administrators	District sign-in
2	The Incident Command System (ICS) will be maintained.	Ongoing	Administrators	Incident Command System chart will be completed
3	Provide ICS team with their roles and responsibilities.	Fall 2010	Administrators	Staff meeting agenda
4	Upload ICS names into Rapid Responder software.	Fall 2010	Administrators	Software check
5	Communicate Lock Down procedures to site staff.	Fall 2010	Administrators	Staff meeting agenda
6	Train and practice the Lock Down procedure using the ICS.	2010-12	Administrators	Drill schedule
7	Practice the Lock Down procedure at least once during the school year.	Ongoing	Administrators	Drill schedule
8	Update substitute folders to include Lock Down and evacuation procedures.	Fall 2010	Administrators	Review substitute folders

**FOCUS:  
Rapid Responder Software  
Program**

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**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:** *Selected school staff will incorporate the Rapid Responder system into the school’s emergency plan.*

<b>Action Steps</b>		<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Evidence of Completion</b>
<b>1</b>	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
<b>2</b>	Meet with First Responders to communicate site-specific emergency plans.	Annually	Administrators, Safety Teams	Support from the Garden Grove Police and Fire Departments
<b>3</b>	Attend district training on the use of the Rapid Responder software program.	Spring 2011	Administrators, Safety Committee	Training schedule, District sign-in
<b>4</b>	Update Rapid Responder software program to reflect any personnel or physical plant changes.	Ongoing, as needed	Administrators	Software check
<b>5</b>	Practice using the Rapid Responder software program during Table Top exercises and school-wide drills.	Fall 2010 - ongoing	Administrators, Safety Committee	Drill schedule



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**School Parental Involvement Policy  
2010-2012**

*ALL SCHOOLS*

*Part I General Expectations*

**Alamitos Intermediate** 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.*

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**ALL SCHOOLS**

**Part II Description of How the School Will Implement Required School Parental Involvement Policy Components**

<b>1. Alamitos Intermediate 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.[I-CE 2]</b>	
<b>Action:</b>	<b>Description:</b>
<b>Recruitment of Parents</b>	
<b>Invite actively involved parents:</b>	Invite parents from existing parent involvement committees and collect recommendations from teachers (e.g. SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)
<b>Personal phone calls:</b>	<b>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.</b>
<b>Promotion:</b>	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, incentives, etc.) Provide all information in the school's major home languages.
<b>Joint Development and Joint Agreement</b>	
<b>During schoolwide events:</b>	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. Back-to-School Night, Open House, etc.).
<b>Small groups:</b>	Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.
<b>Language:</b>	Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.
<b>Organized, Ongoing, and Timely Action</b>	
<b>Parent committee:</b>	Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Parental Involvement Policy and SPSA. Any interested parents are invited to participate on this committee.
<b>Other parent meetings:</b>	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.

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2. Alamitos Intermediate 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).** [I-CE 2.1(a)]

<b>Action:</b>	<b>Description:</b>
<b>Distribution of Policy and Program Information to Parents</b>	
<b>Annual meeting and Timely information: [I-CE 2.1(d)]</b>	Provides parents with timely information about the school’s participation and the requirements of programs such as, Title I, School Library Improvement (SLI), 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. {Insert date here} Information regarding the school’s programs and their rights to be involved will be distributed to parents at the beginning of the school year. Information will be mailed in the Summer Registration Packet, and students will hand carry home additional information at the beginning of the school year.
<b>Teleparent:</b>	Use Teleparent 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.
<b>Sending home documents:</b>	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
<b>Requiring a parent signature:</b>	Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact & SPIP Summary (ie. during registration). Offer incentives for students who return documents in a timely manner.
<b>Distribution of School Parental Involvement Policy to Local Community</b>	
<b>District website:</b>	Post information and copies of the School Parental Involvement Policy in multiple languages on the school website.
<b>School office:</b>	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.).

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<b>3.</b> Alamitos Intermediate will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]	
<b>Action:</b>	<b>Description:</b>
Frequency	
<b>Schedule meetings:</b>	Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA (e.g. Back to School Night, Open House, ELAC, SSC, Ten Commandments).
<b>Periodic Updates of the School Parent Involvement Policy</b>	
<b>Ongoing planning, review, and improvement:</b> [I-CE 2.1(c)]	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, Teleparent, 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.
<b>Schoolwide meetings:</b>	Schedule time to review School Parental Involvement Policy and SPSA components within school-wide informational/improvement status meetings (e.g. Title I information meetings) and within formal parent committee meetings (e.g. SSC, ELAC, etc.).
<b>Ongoing meetings:</b>	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.

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<b>4. Alamitos Intermediate 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. [I-CE 2.1(b)]</b>	
<b>Action:</b>	<b>Description:</b>
<b>Assessing Parent Needs</b>	
<b>Flexible number of meetings and Schedule:</b>	Based on the Parent Needs Assessment, and with the assistance of the district, the principal will plan the schedule and topics for the meeting. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). Use the Parent Needs Assessment to determine the optimal scheduling of meetings. Actual dates of meetings to be determined.
<b>Parent Needs Assessment:</b>	Assess parent needs (e.g. scheduling of meetings, training topics, child care, transportation, and translation/interpretation) using the annual Parent Needs Assessment.
<b>Invitation:</b>	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.
<b>Arrangements for child care, translation/interpretation, transportation.</b>	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.
<b>Funding of Parental Involvement Expenses</b>	
<b>Title I schools:</b>	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.

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<b>5.</b> Alamitos Intermediate 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. [I-CE 2.1(e)]	
<b>Action:</b>	<b>Description:</b>
<b>Scheduling</b>	
<b>Schedule and Topics:</b>	Schedule parent meetings or school events to review the topics of school curriculum, assessment data (e.g. attendance, truancy, suspension, etc.), and proficiency levels. The topics and the schedule of meetings will be determined using results from the Parent Needs Assessment.
<b>Activities/ Information Provided to Parents</b>	
<b>At conferences:</b>	Explain, provide, and review school-wide achievement data, curriculum, and information regarding state/district level assessments, and proficiency levels during conferences and/or meetings with school personnel (e.g. conferences as requested by teacher or parent, other school organized events, etc.). Conferences by request will occur in a timely manner.
<b>See Part III (1-3):</b>	<b>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</b>
<b>Explanation of curriculum, assessments, and proficiency levels:</b>	The meeting and information provided to parents will include an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Distribute and explain documents related to school programs (e.g. Title I, SLI, EIA, EL, etc.), parent involvement, the School-Parent Compact, District Parental Involvement Policy and School Parental Involvement Policy at the Title I Information parent meeting.
<b>Curriculum and programs:</b>	Provide descriptions of curriculum and information regarding student coursework (e.g. 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.).
<b>District Goal #1 and #2:</b>	Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.

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**6.** Alamitos Intermediate 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. [I-CE 2.1(f)]

<b>Action:</b>	<b>Description:</b>
<b>Opportunities for Regular Meetings</b>	
<b>Opportunities for regular meetings:</b>	Provide parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. If requested, the school will plan to form a committee that will meet in conjunction with SSC meetings, either before or after the SSC's regularly scheduled meetings.
<b>Based on Parent Needs Assessment:</b>	Determine the need for regular meetings to evaluate school practices based on the Parent Needs Assessment.
<b>Translation/ Interpretation:</b>	Use the school community liaisons or other school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.
<b>Responding to Suggestions</b>	
<b>Opportunity to provide input:</b>	Inform parents of opportunities to offer suggestions, (e.g. through communication with a teacher, principal, school community liaison.
<b>Timeline for resolution:</b>	Provide parents with an expected timeline for resolution of a problem or complaint.
<b>Responding:</b>	Respond to parent suggestions (e.g. via phone call, letter, invitation to SSC, etc.).

**7.** Alamitos Intermediate will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.

<b>Action:</b>	<b>Description:</b>
<b>Procedures for Submitting Parent Comments to the District</b>	
<b>Parent Comments:</b>	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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**Part III Shared Responsibilities for High Student Academic Achievement**

<p><b>1. Alamitos Intermediate 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:</b></p> <p style="text-align: right;"><b>[I-CE 2.3]</b></p>	<p><b>2. Alamitos Intermediate will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the State’s academic content standards.</li> <li><input type="checkbox"/> the State’s student academic achievement standards,</li> <li><input type="checkbox"/> the State and local academic assessments including alternate assessments,</li> <li><input type="checkbox"/> the requirements of Title I (if applicable)</li> <li><input type="checkbox"/> how to monitor their child’s progress, and</li> <li><input type="checkbox"/> how to work with educators:</li> </ul> <p style="text-align: right;"><b>[I-CE 2.3(a)]</b></p>	<p><b>3. Alamitos Intermediate 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:</b></p> <p style="text-align: right;"><b>[I-CE 2.3(b)]</b></p>
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**Parental Involvement Activities**

<b>SITE-BASED</b>	Event	Description	1	2	3	Role of Parents	Responsibility To Organize
	<b>SITE-BASED</b>	Family Night October March	One event for each of four content areas, ELA, math, science, and social science. Events will work to strengthen partnerships between families and school. Event will focus on developing skills that parents can use at home to support student learning. Information regarding standards, curriculum, and assessments for each of the content areas will be shared. Interpreters available.	X	X		Parents attend evening events and learn skills to support their children at home.
	10 Educational Commandments (Spanish)-TBD (Vietnamese)-TBD (Korean)-TBD (English)-TBD	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. Childcare provided.	X	X	X	Parents attend classes and become actively involved in school.	Principal Asst. Principal Counselor Facilitated by school staff member(s).
	English Learner Advisory Committee (ELAC) Meets quarterly	The process for the formation of the ELAC and its responsibilities are described in the ELAC Packet and is part of the SPSA. Information is provided in multiple languages.	X	X		Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.	Principal Asst. Principal Standing members of the ELAC

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	<b>Public is invited to provide input.</b>				
<b>School Site Council (SSC) Meets quarterly</b>	<b>The process for the formation of the SSC and its responsibilities are described in the SSC Packet and is part of the SPSA. Public is invited to provide input.</b>	<b>X</b>	<b>X</b>		<b>Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.</b>
<b>Cultural Appreciation Events</b>	<b>The school will plan ways to celebrate various cultural holidays and events.</b>	<b>X</b>			<b>Parents can assist in the development of school events.</b>
					<b>Principal Standing members of the SSC</b>
					<b>Principal School staff ASB Coordinator Parents</b>

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**Parental Involvement Activities**

	Event	Description				Role of Parents	Responsibility To Organize
			1	2	3		
<b>CENTRAL DISTRICT</b>	College Information Nights October: High school February: Intermediate April: Elementary	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.		X		Parents attend to gather information that will help prepare their children for college.	K-12 Educational Services and Outreach
	College Fair October: High school only	College Fair: Parents and students can meet with college representatives and gather information. Special presentation for parents of students in special education programs will be offered immediately preceding the high school College Fair. Interpreters available. Childcare available.		X		Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.	K-12 Educational Services and Outreach
	Community Outreach Meetings Quarterly	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.	X	X	X	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.	K-12 Educational Services and Outreach
	Family Literacy/ REACH for Success	Offered at selected sites in the district. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Childcare also available for children ages 3 and up- providing educational enrichment activities.			X	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.	Boys and Girls Clubs of Garden Grove
	Community Fair May 2011	Location: TBD Local community resources and organizations will be available to answer questions and distribute information for families.	X	X	X	Parents attending the event will gather resources.	K-12 Educational Service and Outreach
	District English Learners Advisory Committee (DELAC) 3 <sup>rd</sup> Thursday every month	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.	X	X		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.	Assessment and Registration Center Principal ELAC Community Liaison
	District Advisory Committee (DAC) Meets once a year	Representatives from each school discuss district funding and support of goals.	X	X		Parents give input on Title I, EIA, and SLI, as well as goals of the LEA plan.	K-12 Educational Services

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4. Alamos Intermediate will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2] {Attach School-Parent Compact to this document} [I-CE 2.2(a-c)]	
<b>Action:</b>	<b>Description:</b>
<b>Jointly Developing the School-Parent Compact</b>	
<b>Parent committee:</b>	Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.
<b>Multiple languages:</b>	Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.
<b>Informing Parents about the School-Parent Compact</b>	
<b>Collecting signatures:</b>	Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent and student are required on the School-Parent Compact during student registration in the Fall or at the time of enrollment.
<b>Teleparent:</b>	Use Teleparent to inform parents of the availability of parent involvement policy and School-Parent Compact documents. School community liaisons or other school personnel can record broadcasts in different languages.
<b>Distributing the School-Parent Compact</b>	
<b>School-wide events:</b>	Address the School-Parent Compact at a major school-wide event (e.g., Back-to-School Night, seventh grade orientation, high school freshman orientation, etc.).

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5. Alamitos Intermediate 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. [I-CE 2.3(c)]	
<b>Action:</b>	<b>Description:</b>
<b>Educating School Personnel in How to Work with Parents as Partners</b>	
<b>Educating school personnel:</b>	<p><b>Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include:</b></p> <ul style="list-style-type: none"> <li>• <b>Reaching out to parents and addressing barriers to parent involvement</b></li> <li>• <b>Supporting students through ongoing, meaningful two-way communication with parents</b></li> <li>• <b>Utilizing parents effectively in the school and classroom</b></li> <li>• <b>Valuing the contribution of parents in the classroom</b></li> <li>• <b>Understanding the importance of parent programs</b></li> <li>• <b>Understanding implications of working with families from specific cultures represented in the school's community</b></li> </ul>
<b>Training facilitators for Parent Education</b>	
<b>Training new parent education facilitators:</b>	Train select school personnel to become facilitators of parent training programs and/or parent education classes. The purpose of the parent training programs and/or parent education classes is to provide parents with information to support their child(ren)'s education (e.g., navigating school system supporting their child(ren) in their education, and developing literacy, etc.).

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6. Alamitos Intermediate 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. [I-CE 2.3(d)]	
<b>Action:</b>	<b>Description:</b>
<b>Supporting Student Achievement through Coordination of District Programs</b>	
<b>Coordination:</b>	<p><b>Inform parents of school and districtwide programs, trainings, and events that support student achievement.</b></p> <ul style="list-style-type: none"> <li>○ At Risk &amp; Retention Meetings - 7<sup>th</sup> and 8<sup>th</sup> Grade</li> <li>○ Back to School Night and Open House</li> <li>○ Parent-teacher conferences as needed and requested</li> <li>○ Orientation meetings and Transition meetings</li> <li>○ Community Outreach Meetings</li> <li>○ College Information Nights</li> <li>○ Boys and Girls Clubs of Garden Grove programs</li> <li>○ Family Literacy/ REACH for Success</li> <li>○ Parent resource centers</li> <li>○ Formal parent committees (e.g., ELAC, SSC, DELAC)</li> <li>○ 10 Education Commandments</li> </ul>
<b>See Part III (1-3):</b>	<b>Shared Responsibilities for High Student Academic Achievement</b> (Overlap of activities and topics)
<b>Parent Resources</b>	
<b>Availability of parent resources:</b>	Invite parents to utilize the resources provided by the school site parent resource center or within the school office.
<b>Referrals:</b>	Invite parents to learn about resources offered through referrals by school personnel.
<b>District website:</b>	Inform parents of the availability of resources on the GGUSD District Website ( <a href="http://www.ggusd.us">www.ggusd.us</a> ).

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7. Alamitos Intermediate 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. [I-CE 2.3(e)]

<b>Action:</b>	<b>Description:</b>
<b>Providing Information to the Parents</b>	
<b>Language and format:</b>	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.
<b>Interpretation/ Translation:</b>	Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
<b>School community liaison:</b>	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.).

8. Alamitos Intermediate will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. [I-CE 2.4]

<b>Action:</b>	<b>Description:</b>
<b>Providing Accessibility and Opportunities</b>	
<b>Limited English proficiency:</b>	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.
<b>Parents with disabilities:</b>	Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.
<b>Parents of migratory students:</b>	Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.

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**Part V Adoption**

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:**

- **A joint meeting and discussion involving parents, school representatives, and school administration to create, draft, and revise this policy.**
- **A presentation of the policy and subsequent approval of it by the ELAC and SSC during meetings with the respective committees.**

**This policy was adopted by Alamitos Intermediate on 12/17/10 and will be in effect for the period of 2010-2012. This policy will be made available in the main office to all parents and the local community in the Winter of 2010. Alamitos Intermediate's 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 \_\_\_\_\_

Date \_\_\_\_\_

Signature of ELAC Chairperson \_\_\_\_\_

Date \_\_\_\_\_

Signature of SSC Chairperson \_\_\_\_\_

Date \_\_\_\_\_

Signatures of Parent Involvement Policy Committee Members:

SSC Approval Date \_\_\_\_\_

ELAC Approval Date \_\_\_\_\_

Board Approval Date \_\_\_\_\_

## Alamitos School, Parent, Student Compact 2010-2012

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school. Alamitos and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

### School Pledge

We, the school staff, will **provide high-quality curriculum and instruction** and support children's learning and agree to carry out the following responsibilities to the best of our ability:

- Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Report absences and tardiness promptly.
- Continually work on our teaching strategies so that we can successfully teach all children.
- Assign class work and homework that is meaningful, relevant, and standards-based in order to reinforce and extend student learning.
- Make sure students understand the assignment, what they'll learn from it, and how they will receive timely feedback (ie. grade) about it.
- Provide high-quality curriculum and instruction.
- Endeavor to motivate students to learn.
- Provide assistance to families on what they can do to support their child's learning.
- Encourage all students to attend before and/or after school intervention courses when available and/or see their teachers for extra help.

Parent Suggestions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Parent Pledge

I will, as a parent, **support my child's learning** and agree to carry out the following responsibilities to the best of my abilities:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Provide a quiet time and place for homework.
- Contact the attendance office to report absences and check on attendance.
- Make sure homework is completed.
- Actively and regularly monitor my child's progress in school through the Parent Portal.
- Communicate with teacher(s) or the school when I have a concern.
- Encourage my child to attend before or after school intervention courses when available and/or see his/her teachers for extra help.
- Support the school's discipline and dress code.
- Participate in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Discuss and communicate with my child the importance of education as a way to pursue his/her interests, emphasizing post-secondary options such as the college experience.
- Make every effort to attend school events, such as Back to School Night and Open House, and all other events or meetings that pertain to my child.
- Volunteer at my child's school.

Parent Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Student Pledge

I, as a student, will take responsibility for my learning and agree to carry out the following responsibilities to the best of my ability:

- Understand that education is the key to my future success.
- Am expected to treat all people & property with respect and dignity.
- Am expected to be an active part of the learning process, be highly engaged, be supportive of others, follow all school rules, and not be disruptive.
- Am expected to attend school and do my academic best everyday.
- Am expected to complete my daily assignments and homework.
- Am expected to use a daily planner and/or other teacher approved method to record all assignments.
- Am expected to earn a minimum 2.0 or higher Grade Point Average (GPA).
- Am expected to achieve "proficient" or "advanced" on all District Benchmark Exams.
- Will let my teacher and family know if I need help.
- Will use extracurricular time wisely.
- Will attend before and/or after school intervention courses when available and/or see my teachers for extra help.

Student Signature \_\_\_\_\_

12/17/2010

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
 ALAMITOS  
 SECTION C: FUNDING FOR ECONOMIC IMPACT AID  
 ECONOMIC IMPACT AID (EIA)**

Upon Approval of School Site Council, the amounts listed below may be designated to support additional direct services above and beyond the 2% centralized services initially taken “off the top” by the district.

<b>ECONOMIC IMPACT AID</b>	<b>DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>\$ 3636</b>	<p><b>Parent and Community Outreach</b>            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>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

<b>ECONOMIC IMPACT AID</b>	<b>DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED</b>
<b>\$ 2444</b>	<p><b>Assessment and Registration Center (ARC)</b></p> <ul style="list-style-type: none"> <li>Assists individual teachers and principals in providing initial assessment, organizing and conducting reclassification testing, translating, and assisting school staffs in meeting the needs of English learners.</li> </ul>
<b>\$ 3040</b>	<p><b>Student Services and Child Welfare and Attendance</b></p> <ul style="list-style-type: none"> <li>Bilingual-bicultural district-school psychologist intervenes in challenging cases and develops action plans and behavior plans. Advises school staff, parents, and students in the implementation of these plans.</li> <li>Provides bilingual services in addressing sensitive cultural and language barriers faced by families of English learners.</li> <li>Presents information to parents and community members about the importance of regular school attendance and the educational implications of excessive tardies and absences; child development; positive discipline; parenting strategies; motivation; socio-emotional needs of children; violence and school safety; risky behaviors; crisis intervention and response; and abuse of alcohol, tobacco, and other drugs.</li> <li>Presents information at Community Outreach meetings on the topics of risky behaviors, early warning signs prevention strategies, and referrals to community agencies. Serves as guest presenter on non-English local radio show regarding district-related special education and student services topics.</li> <li>Bilingual Community Specialists make home visits and meet with students and families to address concerns as identified by the school, district, or family.</li> </ul>
<b>ECONOMIC IMPACT AID</b>	<b>INDIRECT SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 10% ALLOWABLE – APPROVAL NOT REQUIRED</b>
<b>\$ 5184</b>	<p><b>Centralized Services</b></p> <p>Centralized services include the coordination and monitoring the state funded Economic Impact Aid funds. The central office provides for 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), English Learner Advisory Committees (ELAC), School Advisory Committees (SAC), 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> </ul>
<b>\$ 16157</b>	<p><b>Assessment and Registration Center (ARC)</b></p> <ul style="list-style-type: none"> <li>Coordinates and plans for the implementation of the initial CELDT test and primary language assessment, the annual assessment of English learners, and the process for the follow-up required for reclassification.</li> <li>Coordination of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) according to CDE compliance requirements</li> </ul>
<b>\$ 251</b>	<p><b>Evaluation and Research</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>\$ 0</b>	<p>School sites may be provided a clerk to support the objectives of supplemental programs.</p>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**

**SECTION C: FUNDING FOR CENTRALIZED SERVICES**

<b>FUNDING SOURCE(S)</b>		<b>DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>Title I</b> <b>Title III</b> Title I ARRA	<b>\$ 20899</b> <b>\$ 24512</b> <b>\$ 10997</b>	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: <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> </ul>
<b>Title I</b>	<b>\$ 0</b>	Supplemental counselor to provide support to at-risk students and families.
<b>Title I</b> <b>Title III</b>	<b>\$ 2831</b> <b>\$ 2463</b>	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: <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>
<b>Title I</b>	<b>\$ 0</b>	Supplemental transportation to after-school program for at-risk students.
<b>Title I</b>	<b>\$ 8764</b>	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
<b>Title I ARRA</b>	<b>\$ 96800</b>	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.

<b>FUNDING SOURCE(S)</b>		<b>INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>Title I</b> <b>Title II</b>	<b>\$ 25305</b> <b>\$ 1700</b>	Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following: <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> </ul>
<b>Title I</b>	<b>\$ 1556</b>	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.
<b>Title I</b>	<b>\$ 0</b>	School sites may be provided a clerk to support the objectives of Title I programs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**

**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 Clerks 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.
- Bilingual supplemental counselors in grades 7 through 12 provide support for students who are credit deficient, at risk of not graduating, and/or at risk of not passing the CAHSEE. Supplemental counselors meet with principals, assistant principals, counselors, and other school/district staff to share information and determine services to support at-risk students. In addition, supplemental counselors meet with students who have excessive absences, students not attending interventions, make home visits, present parent information sessions, and provide resources for students and families. They will also provide counseling to siblings of identified students in support of the whole family.
- Gifted students are identified through district screening and testing and given the opportunity to participate in special day classes, which provide for acceleration in the curriculum and extended learning experiences at selected school sites.
- The Boys & Girls Clubs of Garden Grove provides after school programs (ASES and ASSETs), Mc-Kinney-Vento services, and Tobacco-Use Prevention Education programs through a partnership with the district.
- TUPE/Title IV resources support the implementation of district-adopted substance abuse prevention programs: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). A district at-risk psychologist is available to work with schools and meet with families to address high-risk behaviors.
- Title I funds are utilized to support the 10<sup>th</sup> grade administration of the PSAT and Family PSAT nights at high schools. SAT preparation classes are offered to all high school juniors at a reduced rates.
- Straight Talk counselors provide counseling services at the elementary level.
- 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 use for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS  
SECTION C: OVERVIEW OF CATEGORICAL SERVICES**

**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 (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, College Information Night, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, academic review, and the organization of supplemental counselors.
- 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.
- School sites may be provided a clerk to support the objectives of Title I programs.
- 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 child welfare and attendance worker makes home calls twice a month or 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. A district health assistant provides health services for 3 ½ 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.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**

**SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

<b>SITE LEVEL SERVICES</b>		<b>CENTRALIZED SERVICES</b>			
<b>STATE FUNDED PROGRAMS</b>	<input checked="" type="checkbox"/> <b>Economic Impact Aid-State Compensatory Education (EIA-SCE)</b> <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 142659	<b>STATE FUNDED PROGRAMS</b>	<input type="checkbox"/> <b>Pupil Retention Block Grant</b> <u>Purpose:</u> Prevent students from dropping out of school.	
	<input checked="" type="checkbox"/> <b>Economic Impact Aid-Limited English Proficient (EIA-LEP)</b> <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$ 89690		<input checked="" type="checkbox"/> <b>Beginning Teacher Support and Assessment (BTSA)/Induction</b> <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input checked="" type="checkbox"/> <b>English Language Aquisition Program (ELAP)</b> <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards.	\$ 39873		<input checked="" type="checkbox"/> <b>Peer Assistance and Review (PAR)</b> <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input checked="" type="checkbox"/> <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.	\$ 150000		<input checked="" type="checkbox"/> <b>Tobacco-Use Prevention Education (TUPE) – Grades 6-12</b> <u>Purpose:</u> Eliminate tobacco use among students.	
		<input checked="" type="checkbox"/> <b>School Safety and Violence Prevention Act</b> <u>Purpose:</u> Increase school safety.			
		<input checked="" type="checkbox"/> <b>Middle and High School Supplemental Counseling Program</b> <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE.			
<b>FEDERALLY FUNDED PROGRAMS</b>	<input type="checkbox"/> <b>21st Century After School Safety and Enrichment for Teens (ASSETs)</b> <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$		<b>FEDERALLY FUNDED PROGRAMS</b>	<input checked="" type="checkbox"/> <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.
	<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<input checked="" type="checkbox"/> <b>Title II, Part D: Enhancing Education Through Technology (EETT)</b> <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> <b>Title I, Part A: Targeted Assistance Program (TAS)</b> <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			<input checked="" type="checkbox"/> <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.
	<input checked="" type="checkbox"/> <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.	\$ 233735			<input checked="" type="checkbox"/> <b>Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC)</b> <u>Purpose:</u> Support learning environments that promote academic achievement.
	<input checked="" type="checkbox"/> <b>Title I American Recovery and Reinvestment Act (one-time)</b>	\$ 16631	<input checked="" type="checkbox"/> <b>Title I American Recovery and Reinvestment Act (one-time)</b>		



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
 ALAMITOS  
 SECTION D: CATEGORICAL PERSONNEL**



*Type and cells will expand.*

<b>Title of Position</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>	<b>Justification for Title I, EIA-LEP, and EIA-SCE funded positions</b>
IA-B LEP/ESL	.1875%	1	EIA-LEP	Alamitos Action Steps 1a, 1c
IA-B LEP BL SP	.1875%	1	EIA-LEP	Alamitos Action Steps 1a, 1c
SCL WKR BL V	.4375%	1	EIA-LEP	Alamitos Action Steps 1b, 1c, 1e
SCL WKR BL SP	.4375%	1	EIA-LEP	Alamitos Action Steps 1b, 1c, 1e
SCH TESTING CLK	.4375%	1	EIA-LEP	Alamitos Action Steps 1a, 1c
TUTOR-CSP/AVID	1.0%	1	EIA-LEP/TITLE 1	Alamitos Action Step 1b
TUTOR-CSP/AVID	1.0%	1	EIA-LEP/TITLE 1	Alamitos Action Step 1b
TUTOR-CSP/AVID	1.0%	1	EIA-LEP/TITLE 1	Alamitos Action Step 1b
TUTOR-CSP/AVID	1.0%	1	EIA-LEP/TITLE 1	Alamitos Action Step 1b
TUTOR-AVID	1.0%	1	TITLE 1	Alamitos Action Step 1b
TUTOR-AVID	1.0%	1	TITLE 1	Alamitos Action Step 1b
TUTOR-AVID	1.0%	1	TITLE 1	Alamitos Action Step 1b

\*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.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**

**BUDGET NARRATIVE  
BASED ON FINAL ALLOCATIONS**

<b>TITLE I BALANCE</b>	<b>\$ 119984</b>
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EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours	<b>\$2000</b>	<b>TEACHER HOURLY</b>
Additional Staff Development Hours*		
Additional Staff Development Substitutes*	<b>\$2000</b>	<b>Peer Coaching &amp; Collaboration</b>
Additional Parent Education*	<b>\$1000</b>	<b>10 Commandments/Develop. Assets</b>
Instructional Materials and Supplies	<b>\$33,000</b>	<b>Projector bulbs, shredder, network printer supplies, General school &amp; office supplies, Academic Pentathlon, Student awards &amp; incentive programs, Site License, etc.</b>
Other Books		
Non-Capitalized Equipment (Page D-2)		
Other: Stipend	<b>\$2487</b>	<b>Title 1 Intervention Stipend</b>
Other:		
Other:		

\* Check set-aside funds. If additional funds will be needed budget estimated costs.

Classified Hourly	\$28/hr
<b>Rates for Budgeting</b>	
Substitutes	\$121/day
Teacher Hourly	\$53/hr

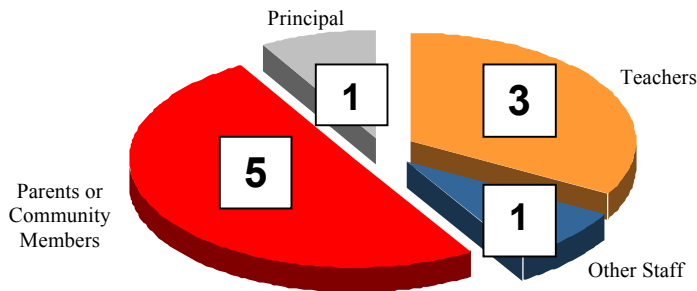
**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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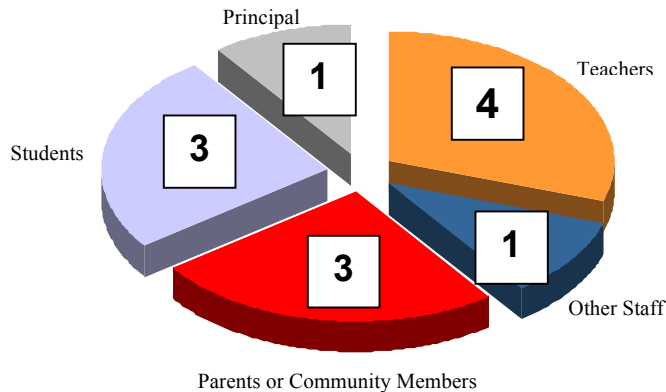
**SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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

**Composition of an Elementary School Site Council**



**Composition of a Secondary School Site Council**



**Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.**

**a. Peer selection process:** The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:

1. Ballot By Mail: In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots.
2. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.

**b. Members' terms of office:** Members will serve one- or two-year terms.

**c. Procedure for replacing a member:**

The procedure for replacing a member shall be pre-determined. Recommended procedures include:

1. Mid-year elections may be held.
2. Members are replaced using a peer selection process.
3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**



**SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**

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

**MINIMUM ELEMENTARY COMPOSITION\***

<b>STAFF MEMBERS (5)</b>	
	<b>Principal</b>
1.	
	<b>Teachers</b>
2.	
3.	
4.	
	<b>Other Staff</b>
5.	

=

<b>NON-STAFF MEMBERS (5)</b>	
	<b>Parents/ Community Members</b>
1.	
2.	
3.	
4.	
5.	

**MINIMUM SECONDARY COMPOSITION\***

<b>STAFF MEMBERS (6)</b>	
	<b>Principal</b>
1.	Bill Gates
	<b>Teachers</b>
2.	Michael Godoy
3.	Craig Fahey
4.	Chris Clark
5.	Jean Gurzi
	<b>Other Staff</b>
6.	Pat Kramer

=

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Jon W. Sammels
2.	Olivia Sammels
3.	Luis Lozano
	<b>Students</b>
4.	Arisha Savanouthai
5.	Flora Kim
6.	Kelly Mai

\*If additional members are elected to the SSC, please contact K-12 Educational Services for consultation regarding legal requirements of parity.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**

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

*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***

**COMPOSITION REQUIREMENTS**

*The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.*

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

**a. Voting Process by parents of English learners:** An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include:

1. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots.
2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school.
3. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots.

**b. Members' terms of office:** Members will serve one- or two-year terms.

**c. Procedure for replacing a member:**

The procedure for replacing a member shall be pre-determined. Recommended procedures include:

1. Mid-year elections may be held.
2. Members are replaced using a peer selection process.
3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
ALAMITOS**



**SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER**

A school with 21 or more English Learners (EL) must have a functioning English Learners Advisory Committee (ELAC). The size of the ongoing committee should reflect the number of ELs in the school. The principal will serve as an ex-officio, non-voting member.

<b>STAFF AND PARENTS OF FEP/EO STUDENTS*</b>	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

<b>PARENTS OF ENGLISH LEARNERS</b>	
1.	Hyon Park
2.	Christin Kim
3.	Yong Shim
4.	Hye Ran Yu
5.	Maria Mendieta
6.	Helen Kim
7.	Phu Le
8.	Danh Huynh
9.	Elia Juarez
10.	Teresa Martinez
11.	Norma Ortiz
12.	Maria Gutierrez
13.	Francisco Mendieta
14.	Martin Islas
15.	Tuong Trinh

There is no guidance that dictates the size of the committee.  
Recommended minimum size: 5 parents of ELs

<b># of Parents of English Learners on ELAC</b>	<b>÷</b>	<b>Total # of ELAC members</b>	<b>=</b>	<b>% of Parents of EL serving on ELAC</b>	<b>≥</b>	<b>% of EL students at the school</b>
<b>15</b>	÷	<b>15</b>	=	<b>100%</b>	≥	<b>40%</b>
Enter #		Enter #		Calculate %		K-12 Ed Svs enter %

\* 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.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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SECTION F: PLAN APPROVAL PAGE**



**The school site council recommends this school plan and its related expenditures 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):
  - English Learner Advisory Committee (ELAC)
  - School Advisory Committee (SAC)
  - Community Advisory Committee (CAC) for Special Education Programs
  - Gifted and Talented Education (GATE) Program Advisory Committee
  - Other (School Safety Committee, Alamitos Teachers)
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, as established by the API and AYP.”
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 verifiable state data, including the Academic Performance Index (API), Adequate Yearly Progress (AYP), 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: Feb. 23, 2011**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
School Principal	Bill Gates		
SSC Chairperson	Michael Godoy		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Teacher	Jean Gurzi		
Teacher	Chris Clark		
Teacher	Craig Fahey		
Classified	Pat Kramer		
Parent	Luis Lozano		
Parent	Jon W. Sammels		
Parent	Olivia Sammels		
Student	Arisha Savanouthai		
Student	Flora Kim		
Student	Kelly Mai		



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**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
	Michael Godoy		
<b>SCHOOL ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Maria Mendieta		
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Patricia Kramer		
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Bill Gates		