

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



# 2010-2012

## Single Plan for Student Achievement

### for

# Bolsa Grande High School

#### 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: 2/10/2011

Board Approved: March 15, 2011

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

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

Check  those that apply:

- School does not receive 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

**COMMON PAGES (SECTIONS C THROUGH F)**

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**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**

<p><b>LIST OF REASONS FOR MID-YEAR REVISIONS</b></p> <ul style="list-style-type: none"> <li>A major service or activity proves ineffective, and students are at risk.</li> <li>Material changes occur that affect the academic programs.</li> <li>Staff, equipment, or materials essential to the plan cannot be procured.</li> <li>School boundaries or demographics suddenly change. An activity is found to be non-compliant with state or federal law.</li> <li>A planned activity is not supported by staff, parents, or students.</li> </ul>	<p><b>PROCEDURES FOR MID-YEAR REVISIONS</b></p> <ul style="list-style-type: none"> <li>Revise the plan, as needed</li> <li>If revising Capital Outlay, use the Capital Outlay Plan Modification Form</li> <li>SSC approves revision</li> <li>Send modification form and minutes of SSC meeting showing approval of revision to K-12 Educational Services</li> </ul>
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**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 School***

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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ACTION PLAN NO. 1**

<b>GROWTH TARGET:</b>  Increase the number of students who qualify and are prepared for a four-year university by 10% each year.	<b>SUBGROUP(S) TARGETED:</b>		<b>ESLR(s) ADDRESSED:</b>	
	English Learners	✓	Academically Proficient	✓
	Socioecon. Disadvan.	✓	Soc./Personally Responsible	✓
	Special Needs Students	✓	Skilled Communicator	✓
	African American	✓	Technologically Competent	✓
	American Indian/Alaskan	✓	Critical Thinker	✓
<b>RATIONALE:</b>  In 2009-2010, only 56% of all graduating seniors were A-G eligible.	Asian	✓	<b>Critical Academic Need(s):</b>	
	Filipino	✓	Decrease D-F Rate	✓
	Hispanic	✓	Increase A-G Rate	✓
	Pacific Islander	✓	<b>IMAGINE. BELIEVE. ACHIEVE.</b>	
	White	✓		

<b>Action Steps to Implementing Measurable Solution(s)</b>	<b>Evidence of Completion</b>	<b>Timeline/ Target Date</b>	<b>Monitoring Responsibility</b>	<b>Funding Source</b>	<b>Monitoring Comments</b>
Ensure all students are placed in the appropriate classes (based on test scores, teacher evaluations, and IEP's, where applicable).	<ul style="list-style-type: none"> <li>• Transcript audits</li> <li>• Student registration forms</li> <li>• Aeries A-G report</li> </ul>	On-going	Counselors APs Teachers	n/a	
Ensure student achievement and grades in the classroom directly reflect mastery of the subject area standards.	<ul style="list-style-type: none"> <li>• EAP (English &amp; CST- to grades)</li> <li>• Benchmarks</li> </ul>	Fall 2011 On-going	Teachers	n/a	
Continue and expand the teachers and guidance counselors' support of students filling out college and financial aide applications and personal statements. <ul style="list-style-type: none"> <li>• After-school application and personal statement workshop</li> <li>• After-school and evening FAFSA workshops</li> <li>• Counselor support in college center for students in need</li> <li>• Senior English teachers (and other teachers) assist students in writing their personal statement</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop calendars</li> <li>• Fliers</li> <li>• Sign-in sheets</li> <li>• Student samples: financial aid awards</li> <li>• Sample essays</li> </ul>	Fall 2011	Senior English Teachers Counselors	Title I EIA (Economic Impact Aid)	
Course-alike teachers will explore developing common and rigorous grading policies based on mastery of standards.	<ul style="list-style-type: none"> <li>• Course-alike syllabi</li> <li>• Benchmarks</li> <li>• Grading Consult Guidelines</li> </ul>	Fall 2011	Department Chairs	Title I EIA	
Improve students' college readiness with a focus on standards-based higher-level thinking.	<ul style="list-style-type: none"> <li>• Critical thinking assign.</li> <li>• BGHS Training Roster</li> <li>• Thinking Maps, CM</li> </ul>	Fall 2011	Teachers	Title I EIA	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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ACTION PLAN NO. 2**

<b>GROWTH TARGET:</b>  Within the scope of an academically rigorous program, reduce the D-F rate across all courses from 28.6% to 20% the first year and by 5% each subsequent year.	<b>SUBGROUP(S) TARGETED:</b>		<b>ESLR(s) ADDRESSED:</b>	
	English Learners	✓	Academically Proficient	✓
	Socioecon. Disadvan.	✓	Soc./Personally Responsible	✓
	Special Needs Students	✓	Skilled Communicator	✓
	African American	✓	Technologically Competent	✓
	American Indian/Alaskan	✓	Critical Thinker	✓
<b>RATIONALE:</b>  In 2009-2010, an average of 28.6 % of all students earned a 'D' or 'F' in core academic courses and in various electives:  English 1P: 40%; Algebra 1: 52.5%; Spanish: 42%; World History: 34%; Biology: 37.4%	Asian	✓	<b>Critical Academic Need(s):</b>	
	Filipino	✓	Decrease D-F Rate	✓
	Hispanic	✓	Increase A-G Rate	✓
	Pacific Islander	✓	<b>IMAGINE. BELIEVE. ACHIEVE.</b>	
	White	✓		

Action Steps to Implementing Measurable Solution(s)	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Training for teachers on how to use effective reflective strategies.	<ul style="list-style-type: none"> <li>• Training Logs</li> <li>• Student reflections</li> <li>• Lesson Plans</li> </ul>	Spring 2011	Staff Development Coordinator	Title I EIA	
Train teachers how to re-teach.	<ul style="list-style-type: none"> <li>• Training logs</li> </ul>	Spring 2011	Staff Development Coordinator	Title I EIA	
Students use rubrics, student portal, benchmark results, and reflection strategies to self-assess and self-regulate.	<ul style="list-style-type: none"> <li>• Copies of reflection pieces</li> <li>• Portal usage #s</li> <li>• Copies of rubrics</li> </ul>	Fall 2011 On-going	Teachers	n/a	
Expand and up-level training and tools for parents to monitor student progress and support academic improvement.	<ul style="list-style-type: none"> <li>• Sign-in sheets for training</li> <li>• Parent Workshops Agenda</li> <li>• Parent sign-in to Aeries</li> </ul>	On-going	Principal Department Chairs	Title I EIA	
Teachers continue to be trained in and use research-based strategies.	<ul style="list-style-type: none"> <li>• Training logs</li> <li>• BGHS training roster</li> </ul>	Spring 2011 On-going	Staff Development Coordinator	Title I EIA	
Explore manageable options for teachers to re-teach and re-assess standards.	<ul style="list-style-type: none"> <li>• Training Logs</li> <li>• Meeting minutes</li> </ul>	Spring 2011 On-going	Principals Department Chairs	Title I EIA	
Begin communication process and vertical teaming with intermediate schools to prepare incoming ninth graders for high school grading system and expectations.	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Sign-in sheets</li> <li>• Freshmen grade reports</li> </ul>	Spring 2012	Counselors Department Chairs	Title I EIA	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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ACTION PLAN NO. 3**

<b>GROWTH TARGET:</b>  Identify and provide academic, personal, and extra-curricular support to lowest underperforming subgroups.	<b>SUBGROUP(S) TARGETED:</b>		<b>ESLR(s) ADDRESSED:</b>		
	English Learners	✓	Academically Proficient	✓	
	Socioecon. Disadvan.		Soc./Personally Responsible	✓	
	Special Needs Students	✓	Skilled Communicator	✓	
	African American		Technologically Competent	✓	
	American Indian/Alaskan		Critical Thinker	✓	
<b>RATIONALE:</b> Hispanics, English Learners, and students with disabilities are the lowest performing subgroups and the least involved in extra-curricular activities on campus: <ul style="list-style-type: none"> <li>• Students with disabilities: 6.7% Proficient on 2010 CSTs (ELA)</li> <li>• EL: 28% Proficient on 2010 CSTs (ELA)</li> <li>• Hispanics: 37.8% Proficient on 2010 CSTs (ELA)</li> </ul>	Asian		<b>Critical Academic Need(s):</b>		
	Filipino		Decrease D-F Rate	✓	
	Hispanic	✓	Increase A-G Rate	✓	
	Pacific Islander		<b>IMAGINE. BELIEVE. ACHIEVE.</b>		
	White				

Action Steps to Implementing Measurable Solution(s)	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Consider opportunities to increase the number and broaden the content areas offered of inclusion courses.	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>	Fall 2011	Principal	General Fund	
Continue to train teachers in the the strategies of Constructing Meaning, Thinking Maps, Systematic ELD, and the Gradual Release of Responsibility.	<ul style="list-style-type: none"> <li>• Bolsa Grande Training Roster</li> <li>• Training sign in sheets</li> </ul>	On-going	Staff Development Coordinator	Title I EIA	
Offer more opportunities for after-school tutoring.	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Tutoring Calendar</li> </ul>	Fall 2012	Individual Departments	Title I EIA	
Increase collaboration and communication between general education staff with special education, and English Language Development staff.	<ul style="list-style-type: none"> <li>• Collaboration Meeting Agendas</li> </ul>	Fall 2011	Department Chairs	n/a	
Identify and increase number of students participating from underrepresented and underperforming groups in clubs and activities.	<ul style="list-style-type: none"> <li>• Student activity surveys</li> <li>• Club rosters</li> </ul>	Fall 2011	Activities Director Club Advisors Coaches Teachers	ASB funds	
Explore additional opportunities for counselors to be more available to students.	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Flexible Schedule</li> <li>• Student survey</li> </ul>	Fall 2011	Counselors Principal	Title I EIA	
Continue to improve Inclusion Classes for Special Education students in math, English, history, and science.	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>	Fall 2010 On-going	Assistant Principal over Master Schedule Special Ed. Chair	General Fund	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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ACTION PLAN NO. 4**

<b>GROWTH TARGET:</b>  Students will become technologically proficient as demonstrated by class assignments and projects.	<b>SUBGROUP(S) TARGETED:</b>		<b>ESLR(s) ADDRESSED:</b>	
	English Learners	✓	Academically Proficient	✓
	Socioecon. Disadvan.	✓	Soc./Personally Responsible	✓
	Special Needs Students	✓	Skilled Communicator	✓
	African American	✓	Technologically Competent	✓
	American Indian/Alaskan	✓	Critical Thinker	✓
<b>RATIONALE:</b>  <ul style="list-style-type: none"> <li>Schoolwide: Least-addressed ESLR (Making of a Matador)</li> <li>Critical skill for post-secondary endeavors</li> </ul>	Asian	✓	<b>Critical Academic Need(s):</b>	
	Filipino	✓	Decrease D-F Rate	✓
	Hispanic	✓	Increase A-G Rate	✓
	Pacific Islander	✓	<b>IMAGINE. BELIEVE. ACHIEVE.</b>	
	White	✓		

Action Steps to Implementing Measurable Solution(s)	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Incorporate appropriate and necessary technologies in the classroom to improve student learning.	<ul style="list-style-type: none"> <li>Purchase orders</li> <li>Lesson plans</li> </ul>	Fall 2012	Title 1 Coordinator Principal Teachers	Title I EIA	
Offer technology grant writing workshops for teachers.	<ul style="list-style-type: none"> <li>Sign-in sheets</li> </ul>	Fall 2011	Title 1 Coordinator	Title I EIA	
Students will demonstrate proficiency with technology through departmental activities.	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Student Work</li> <li>Rubrics</li> </ul>	Spring 2012	Department Chairs AP	n/a	
Teachers will receive training (as necessary) on technological proficiencies (Powerpoint, excel, word processing, Internet, technology, etc.	<ul style="list-style-type: none"> <li>Sign-in sheets</li> </ul>	Fall 2011	Staff Development Coordinator	Title I EIA	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
Section B - Part 1  
SAFE SCHOOLS PLAN**

***Vision***

*Our school is a safe, caring and encouraging place where students are given the support to succeed in a rigorous, academic curriculum.*

***Mission***

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

**FOCUS:**  
**Drug & Alcohol Prevention**

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**  
**SECTION B - PART 1**  
**SAFE SCHOOLS PLAN**

*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:** *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 (which may consist of teachers, students, counselors, parents, etc.) will be organized to address substance abuse issues. <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.	Fall 2010	Administrators, teachers, counselors (where applicable)	Assessment results
3	Implement board approved substance abuse prevention programs. <i>(K-5: Positive Action; 6-8: Life Skills; 9: Project Toward No Drug Abuse)</i>	Fall 2010	Administrators, counselors (where applicable)	Principal observation, Lessons
4	Ensure that students who need a drug or tobacco intervention program are appropriately referred.	September – June 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.	Fall 2010	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

**FOCUS:  
Emergency Radio  
Communication System Practice**

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
SECTION B - PART 1  
SAFE SCHOOLS PLAN**

***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

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

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

**SECTION B - PART 1  
SAFE SCHOOLS PLAN**

*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:** *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.	2010-11	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  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**

*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.”

**SECTION B - PART 1  
SAFE SCHOOLS PLAN**

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

**Objective:** *Selected school staff will incorporate the Rapid Responder system into the school’s emergency plan.*

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



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
SECTION B - PART 2  
School Parental Involvement Policy**

**Part 1 - General Expectations**

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

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

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

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

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

<b>1. Bolsa Grande 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>		
<i>Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed annually and modified as necessary.</i>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Recruitment of Parents</b>		
<b>Teacher/staff recommendations:</b>	Collect recommendations for 2-3 parents from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.	
<b>Invite actively involved parents:</b>	Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)	<b>X</b>
<b>Personal phone calls:</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>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, etc.) Provide all information in the school's major home languages.	<b>X</b>
<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., Open House, Back-to-School Night, etc.).	
<b>Small groups:</b>	Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.	<b>X</b>
<b>Language:</b>	Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.	<b>X</b>
<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>X</b>
<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.	<b>X</b>
<b>Scheduling meetings:</b>	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy (e.g. annual, biannually, semester, trimester, quarterly, etc.).	

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2. Bolsa Grande 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)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Distribution of Policy and Program Information to Parents</b>		
<b>Annual meeting and Timely information:</b> [I-CE 2.1(d)]	Provide parents with 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 parent meeting at the beginning of the school year.. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. Parental responsibility and involvement information will be mailed home in student registration packet as well as being distributed at freshman orientation, and 1st quarter parent meeting.	<b>X</b>
<b>Parent e-mail addresses:</b>	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.	<b>X</b>
<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>X</b>
<b>Sending home documents:</b>	The School-Parent Compact will be part of the school registration packet and will be included in the 1st quarter school newsletter mailed home.	<b>X</b>
<b>At schoolwide meetings:</b>	The School Parental Involvement Policy will be made available at all major school-wide events (e.g., Back-to-School Night, freshman orientation, AVID Parent meetings, and in the front office).	<b>X</b>
<b>At separate meetings:</b>	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.	<b>X</b>
<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.	
<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>X</b>
<b>Local community:</b>	Provide copies for distribution of the School Parental Involvement Policy within the local community (e.g., Boys and Girls Clubs, ASES programs, local market, etc.).	
<b>School office:</b>	Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office.	<b>X</b>

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3. Bolsa Grande will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]		
<i>Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.</i>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Frequency</b>		
<b>Schedule meetings:</b>	The following is a schedule of mtngs with the specific purpose of reviewing the School Parental Involvement Policy and SPSA - 1st Qtr School Site Council mtng, 1st Quarter Leadership Team mtng, 1st Qtr Focus Group Mtng	<b>X</b>
<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. All parents will be invited to the meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). In addition, community liaisons will be used to make personal phone calls to recruit parents. Parents will be recruited from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.	<b>X</b>
<b>Special committee:</b>	The School Site Council will have the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel (e.g., the principal, assistant principal, Title I coordinator, etc.), the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components.	<b>X</b>
<b>Schoolwide meetings:</b>	Schedule time to review School Parental Involvement Policy and SPSA components within school-wide informational/improvement status meetings (e.g., <u>Title I</u> information meetings) and within formal parent committee meetings (e.g., <u>SSC</u> , <u>ELAC</u> , etc.).	<b>X</b>
<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.	<b>X</b>

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4. Bolsa Grande will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I or other funding as long as these services relate to parental involvement. [I-CE 2.1(b)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Assessing Parent Needs</b>		
<b>Flexible number of meetings and Schedule:</b>	Based on a Parent Needs Assessment, and with the input of other site administrators and teacher leaders, the principal will plan the schedule and topics for meetings. The school will offer a flexible number of meetings, as practicable. Multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening) will be explored and considered, using the Parent Needs Assessment to determine the optimal scheduling of meetings.	<b>X</b>
<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>X</b>
<b>Invitation:</b>	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.	<b>X</b>
<b>Arrangements for child care, translation/interpretation, transportation.</b>	Translation/interpretation in Spanish and Vietnamese is provided at all parent meetings, and child care is provided at the 10 Commandments Parent Education classes. Parents are provided with information regarding these services with each invitation to special events, meetings, and trainings.	<b>X</b>
<b>{Other}</b>		
<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.	<b>X</b>
<b>Non- Title I schools:</b>	Use SLI funding to support the costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), and materials.	<b>X</b>

Check One

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5. Bolsa Grande 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)]		
<i>Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.</i>		
Action:	Description:	Mark an X
<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>X</b>
<b>Activities/ Information Provided to Parents</b>		
<b>At conferences:</b>	Explain and review curriculum, assessments, and proficiency levels during conferences and/or meetings with school personnel (parent conferences as requested by teacher or parent, Back-on-Track, Back-to-School). Conferences by request will occur in a timely manner.	<b>X</b>
<b>During meetings/trainings:</b>	Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).	<b>X</b>
<b>See Part III (1-3):</b>	Shared Responsibilities for High Student Academic Achievement	<b>X</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>X</b>
<b>Curriculum and programs:</b>	Provide descriptions of curriculum and information regarding student coursework (Class syllabi, A-G requirements, program information (e.g., AVID, special education), school or teacher website, topic specific trainings, 10 Education Commandments, Family Nights, etc.).	<b>X</b>
<b>Recommendations for supporting home learning</b>	Provide parents with information and recommendations about how they can support their child(ren)'s learning at home (e.g., appropriate reading books, practice books for math skills, etc.).	<b>X</b>
<b>Achievement data:</b>	Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents (10 Commandments; Parents United).	<b>X</b>
<b>Progress monitoring and communication:</b>	Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, Teleparent, Parent Portal from Aeries, etc.).	<b>X</b>
<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.	<b>X</b>

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6. Bolsa Grande 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)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</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>X</b>
<b>Based on Parent Needs Assessment:</b>	Determine the need for regular meetings to evaluate school practices based on the Parent Needs Assessment.	
<b>Schedule:</b>	Regular parent meetings are held (SSC and ELAC, as well as Parents United) for the purpose of gathering parent input concerning school practices related to the education of their children. The School Site Council meets regularly once per quarter.	<b>X</b>
<b>Conferences:</b>	Promote the importance of parent-teacher conferences at every grade level in order to allow parents an opportunity to communicate directly with their child(ren)'s teacher(s). Provide parents with interpreters as needed.	
<b>Translation/Interpretation:</b>	School community liaisons and other school personnel are used to communicate with non-English speaking families in order to assess parent needs and concerns.	<b>X</b>
<b>Responding to Suggestions</b>		
<b>Opportunity to provide input:</b>	Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).	<b>X</b>
<b>Timeline for resolution:</b>	Provide parents with an expected timeline for resolution of a problem or complaint.	<b>X</b>
<b>SSC public input:</b>	Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.	
<b>Responding:</b>	Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).	<b>X</b>

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7. Bolsa Grande will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.		
<i>Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.</i>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</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.	<b>X</b>

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

<p>1. <b>Bolsa Grande</b> 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, parents and the community to improve student academic achievement, through the following activities specifically described below:</p> <p style="text-align: right;">[I-CE 2.3]</p>	<p>2. <b>Bolsa Grande</b> will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, –</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;">[I-CE 2.3(a)]</p>	<p>3. <b>Bolsa Grande</b> 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:</p> <p style="text-align: right;">[I-CE 2.3(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>	AVID Parent Mtngs <b>October</b> <b>January</b> <b>March</b> <b>May</b>	One event for each of four grade levels. 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 curriculum, skills, college and career preparation, parental involvement for each of the grade levels will be shared. Interpreters available.	<b>X</b>	<b>X</b>		Parents attend evening events and learn skills to support their children at home.
	10 Educational Commandments <b>(Spanish, Korean, Vietnamese, English)</b> <b>1st Sem, 2nd Sem</b>	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.	<b>X</b>	<b>X</b>	<b>X</b>	Parents attend classes and become actively involved in school.	Organized by principal or designee. Facilitated by school staff member(s).
	English Learner Advisory Committee (ELAC)	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. Public is invited to provide input.	<b>X</b>	<b>X</b>		Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.	Principal Standing members of the ELAC
	School Site Council (SSC) <b>Meets quarterly</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>X</b>	<b>X</b>		The parents on the committee help to fulfill the duties of the SSC.	Principal Standing members of the SSC

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CENTRAL DISTRICT	Event	Description	1	2	3	Role of Parents	Responsibility To Organize
	College Information Nights <b>October</b>	Parents will hear 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	X		Parents attend to gather information that will help prepare their children for college.	Site Administration or site designee
	College Fair <b>October</b>	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	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 <b>Quarterly</b>	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 <b>Nearest site: Clinton Corner, Room 7-9 Saturdays 10:00AM – 1:00PM</b>	Offered at 10 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 <b>May 2010</b>	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) <b>3<sup>rd</sup> Thursday every month</b>	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 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) <b>Meets once a year</b>	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. Bolsa Grande will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2] {School-Parent Compact is attached to this document} [I-CE 2.2(a-c)]		
<i>Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.</i>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Jointly Developing the School-Parent Compact</b>		
<b>Parent committee:</b>	The School Site Council will work collaboratively with school personnel to create/review the School-Parent Compact.	<b>X</b>
<b>Multiple languages:</b>	The School-Parent Compact is translated and provided to parents in a language they can understand.	<b>X</b>
<b>E-mail addresses:</b>	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact.	
<b>Informing Parents about the School-Parent Compact</b>		
<b>Collecting signatures:</b>	Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signed copies of the compact are kept for five years in the Title I office.	<b>X</b>
<b>Personal phone calls:</b>	Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.	
<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>X</b>
<b>Distributing the School-Parent Compact</b>		
<b>To every family:</b>	A copy of the School-Parent Compact is included in every registration packet.	<b>X</b>
<b>Timing:</b>	The School-Parent Compact will be distributed, along with the school newsletters, at parent meetings, and as part of the school registration packet.	<b>X</b>
<b>School-wide events:</b>	The School-Parent Compact will be made available at all major school-wide events (e.g., Back-to-School Night, freshman orientation, AVID parent meetings, and Open House).	<b>X</b>
<b>Separate meeting:</b>	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.	

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5. Bolsa Grande 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)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Educating School Personnel in How to Work with Parents as Partners</b>		
<b>Educating school personnel:</b>	Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include: <ul style="list-style-type: none"> <li>• Reaching out to parents and addressing barriers to parent involvement</li> <li>• Supporting students through ongoing, meaningful two-way communication with parents</li> <li>• Understanding the importance of parent programs</li> <li>• Understanding implications of working with families from specific cultures represented in the school's community</li> </ul>	<b>X</b>
<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.).	<b>X</b>

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6. Bolsa Grande will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, 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)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Supporting Student Achievement through Coordination of District Programs</b>		
<b>Coordination:</b>	Parents will be informed of school and districtwide programs, trainings, and events that support student achievement. <ul style="list-style-type: none"> <li>• Grade level specific meetings</li> <li>• Student Designation meetings (IEPs, disciplinary conferences, reclassification meetings)</li> <li>• Open House and Back to School Night</li> <li>• Parent-teacher conferences</li> <li>• Community Outreach Meetings</li> <li>• College Information Nights and College Fair</li> <li>• Formal parent committees (e.g., ELAC, SSC, DELAC)</li> <li>• 10 Education Commandments</li> </ul>	<b>X</b>
<b>See Part III (1-3):</b>	Shared Responsibilities for High Student Academic Achievement	<b>X</b>
<b>Parent Resources</b>		
<b>Availability of parent resources:</b>	Parents will be invited to utilize the resources provided by the school site.	<b>X</b>
<b>Referrals:</b>	Parents will be invited to learn about resources offered through referrals by school personnel.	<b>X</b>
<b>District website:</b>	Parents will be informed of the availability of resources on the GGUSD District Website ( <a href="http://www.ggusd.us">www.ggusd.us</a> ).	<b>X</b>

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7. Bolsa Grande 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)]

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</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>X</b>
<b>Interpretation/ Translation:</b>	Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.	<b>X</b>
<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.).	<b>X</b>
<b>Meeting planning:</b>	Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support.	

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

*Checked items below reflect site-specific practices for Bolsa Grande High School. These will be reviewed by the school site council and leadership team annually and modified as necessary.*

<b>Action:</b>	<b>Description:</b>	<b>Mark an X</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>X</b>
<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>X</b>
<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.	<b>X</b>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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Parent Involvement Policy**

**Part IV Discretionary School Parental Involvement Policy Components**

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

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

[I-CE 2.3(f)]

See activities as described in preceding sections.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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 Parent Involvement Policy**

**Part V Adoption**

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

**Bolsa Grande's parental involvement policy was initially developed using a template created by the Garden Grove Unified School District's parent task force committee. The first draft of the policy was reviewed and approved in form and content by the School Site Council, with recommendations for minor changes or modifications given to the Title I Coordinator. A second, and final draft of the policy will be distributed to the School Site Council and Leadership Team members at the beginning of the 10-11 school year for final approval.**

**This policy was adopted by Bolsa Grande on 2/10/11 and will be in effect for the 2010-11 school year. The school will distribute this policy to all parents on or before 2/10/11. It will be made available to the local community on or before 2/10/11. Bolsa Grande'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 School Site Council Members:

SSC Approval date \_\_\_\_\_  
 ELAC Approval Date \_\_\_\_\_  
 Board Approval date \_\_\_\_\_

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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PARENT-SCHOOL COMPACT

The school-parent compact is a written agreement between teachers and parents. It is a document that clarifies what families and schools can do to help students reach high academic standards. The compact serves as a clear reminder of everybody's responsibility to take action at school and at home so that students can learn what is required of them. Copies of Bolsa Grande's parent involvement policy can be picked up in the main office if you would like further information.

**As the parent or guardian of a Bolsa Grande student I pledge to:**

1. Let the teacher know if my son or daughter has any problems with learning.
2. Participate, as appropriate, in decisions relating to my child's education.
3. Review with my son or daughter their progress reports and report cards and discuss how they can improve .
4. Provide a quiet, undisturbed place for my child to complete homework and to study.
5. Assist my son or daughter in choosing appropriate and rigorous courses.
  - Learn about A-G requirements for college admission.
6. Attend as many of the following activities as work and family life permit:
  - Back-to-School Night
  - Open House
  - 10 Commandment Parent Education class (5 week session) and/or Parents United.
  - Athletic or performance (choir, band, academic decathlon, etc) activities that my child is in.

**As a Bolsa Grande student I pledge to:**

1. Let my teacher and family know if I need help.
2. Complete all homework and study for tests.
3. On nights when I do not have homework I will review class notes or read sections in my textbook(s) to prepare for the next day's class.
4. Use my planner to write down assignments, class projects, and test dates.
5. Participate in class discussions and ask questions when I do not understand what is being taught.
6. Contribute to a healthy learning environment by exercising self-control and good behavior.

**As a faculty member at Bolsa Grande High School I pledge to:**

1. Facilitate a safe and engaging learning environment in my classroom.
2. Monitor student progress and update parents as necessary.
3. Provide each student with a fair and clearly stated grading policy and class expectations.
4. Post and discuss the academic standard or objective for each day's lesson so that students understand what they should be learning.
5. Communicate with parents when their child is not meeting class expectations or is in danger of failing.
6. Continually work on my teaching strategies so that I can successfully teach all of my students.

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Faculty Representative/Title I Coordinator

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Parent

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Date

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Student

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Date

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**BOLSA**

**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>	<p align="center"><b>DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED</b></p>
<b>\$ 3844</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>\$ 2584</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>\$ 3214</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>\$ 5480</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>\$ 17081</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>\$ 266</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  
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**SECTION C: FUNDING FOR CENTRALIZED SERVICES**

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
<b>Title I</b> <b>Title III</b> <small>Title I ARRA</small>	<b>\$ 47845</b> <b>\$ 43845</b> <b>\$ 20563</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>\$ 6481</b> <b>\$ 4406</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>\$ 25528</b>	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
<small>Title I ARRA</small>	<b>\$ 118135</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.

FUNDING SOURCE(S)		INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
<b>Title I</b> <b>Title II</b>	<b>\$ 57933</b> <b>\$ 4055</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>\$ 3563</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  
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**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.

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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  
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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.	\$ 85216	<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.	\$ 160428		<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 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.	\$		<input checked="" type="checkbox"/> <b>Peer Assistance and Review (PAR)</b> <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input 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.	\$		<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.	\$ 439254			<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>	\$ 31097	<input checked="" type="checkbox"/> <b>Title I American Recovery and Reinvestment Act (one-time)</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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**SECTION D: CAPITAL OUTLAY AND EQUIPMENT**

*Type and cells will expand.*

State Object Expenditure (4400 or 6400 or 6200 WAN)  (A)	Description of item expenditure  (B)	Funding Source  (C)	Justification in terms of student or program need. State Action Step used to support purchase.  (D)	Number of Units  (E)	Total Cost  (F)
4400	Epson 83+Projectors	Title I	1b, 1c, 4f	10	\$6,608
4400	HP Laserjet P4014N Printers	Title I	1b, 1c, 4f	2	\$1,959
4400	Apple Laptop Computers	Title I	1b, 1c, 4f	15	\$15,117
4400	ELMO	Title I	1b, 1c, 4f	65	\$40,000
4400	SmartBoard w/Integrated Projector	Title I	1b, 1c, 4f	5	\$15,000
4400	Fujitsu Snapscan S1500 Scanners	Title I	1b, 1c, 4f	2	\$1,000
4400	Ebeam Edge Interactive Whiteboard	Title I	1b, 1c, 4f	5	\$4,500
4400	Dell Desktops	Title I	1b, 1c, 4f	107	\$90,000
4400	Copystar CS-630 Copy Machine	Title I	1b, 1c, 4f	1	\$15,000
4400	Mobile Presentation Workstands	Title I	1b, 1c, 4f	10	\$3,800
4400	Computer lab workstations	Title I	1b, 1c, 4f	25	\$13,000

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

<b>Title of Position (Currently in place)</b>	<b>% FTE</b>	<b>PCN</b>	<b>Funding Source</b>	<b>Justification for Title I, EIA-LEP, and EIA-SCE funded positions</b>
TEACHER	100	72062S8064	EIA-LEP	
TEACHER	17	72062S8010	ARRA T-I CENT OFF	
TEACHER	17	72062S8022	ARRA T-I CENT OFF	
TEACHER	17	72062S8029	ARRA T-I CENT OFF	
TEACHER	17	72062S8044	ARRA T-I CENT OFF	
TEACHER	17	72062S8049	ARRA T-I CENT OFF	
TEACHER	17	72062S8007	ARRA T-I CENT OFF	
IA-B LEP BIL VT	18.75	72716S8001	EIA-LEP	
IA-B LEP/ESL	18.75	72718S8001	EIA-LEP	
IA-B LEP/ESL	18.75	72718S8002	EIA-LEP	
IA-B LEP BIL VT	18.75	72716S8002	EIA-LEP	
CRA INSTR	43.75	72821S8002	TITLE I	
CRA INSTR	43.75	72821S8001	TITLE I	
SCL WKR BL V	43.75	72724S8001	EIA-LEP	
SCL WKR BL V	43.75	72724S8002	EIA-LEP	
SCL WKR BIL SP	43.75	72733S8001	EIA-LEP	
SCH TESTING CLK	43.75	72842S8001	EIA/TITLE I	
TUTORS-ACADEMY	N/A	72027S8001	TITLE I	
TUTORS-AVID	N/A	72986S8001	TITLE I: SITE/DISTRICT	

<b>Title of Position (Possible requests)</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>
	%			
	%			
	%			

\*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  
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**BUDGET NARRATIVE – TITLE I  
BASED ON FINAL ALLOCATIONS**

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 227367
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 22737
<b>TITLE I BALANCE REMAINING FOR 2010-11</b>	<b>\$ 204630</b>

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours		
Additional Staff Development Hours*		
Additional Staff Development Substitutes*		
Additional Parent Education*		
Instructional Materials and Supplies		
Other Books		
Non-Capitalized Equipment (Page D-2)		
Other:		
Other:		
Other:		

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

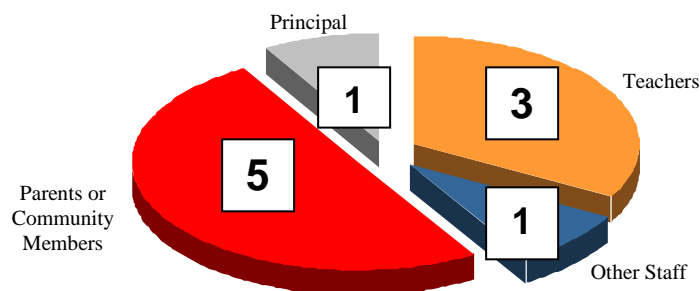
<b>Rates for Budgeting</b>	
Substitutes	\$121/day
Teacher Hourly	\$53/hr
Classified Hourly	\$28/hr

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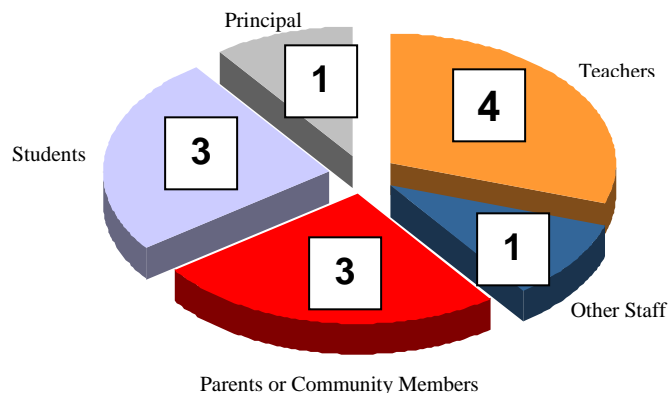
**SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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

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

**MINIMUM SECONDARY COMPOSITION\***

<b>STAFF MEMBERS (6)</b>	
	<b>Principal</b>
1.	Louise Milner
	<b>Teachers</b>
2.	Lois Allen
3.	Kevin Lewis
4.	Maryana Massoud
5.	Terri Shook
	<b>Other Staff</b>
6.	Dana Traviglia

=

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	Chris Clark
2.	Yen Nguyen
3.	Jeremy Nguyen
4.	Ho Ngoc Nguyen
5.	Xuan Hong Nguyen
	<b>Students</b>
6.	Marisol Garcia
7.	Alvin Phan

\*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  
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**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.*

<p><b>Composition of English Learner Advisory Committee</b></p> <p><b>COMPOSITION REQUIREMENTS</b></p> <p><i>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.</i></p>	<p><b>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</b></p> <p><b>a. Voting Process by parents of English learners:</b> An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include:</p> <ol style="list-style-type: none"><li>1. <u>Ballot By Mail:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots.</li><li>2. <u>Voice Vote:</u> In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school.</li><li>3. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b> The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.</li></ol>
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
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**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.

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Bruce Nguyen
2.	Orsi Justice
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS		
1.	Peter Nguyen	16. Bruce Nguyen
2.	Dan Cao	17. Luom Ly
3.	Ho Nguyen	18. Hong Kim Le
4.	Kim P. Le	19. Nam Nguyen
5.	Thanh Nguyen	20. Dung Nguyen
6.	Christine Tran	21. Nga Vu
7.	Tuyet Nguyen	22. Lam T. Ngo
8.	Yen Nguyen	23. Nang Dang
9.	Bich Huong T. Dao	24. Gina Dong
10.	Fang Zhou	25. Hong Ho
11.	Natalie Le	26. Phuong Truong
12.	Thu Thao Duong	
13.	Thu Huong Tran	
14.	Chi Pham	
15.	Cathy Huynh	

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>26</b>	÷	<b>28</b>	=	<b>93%</b>	≥	<b>31%</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  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010  
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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 (please list) : e.g., School Safety Planning Committee, District/School Leadership Team (DSLTL)
4. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to “improve the academic performance of all pupils to the level of the performance goals, 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: 2/10/11**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
School Principal	Louise Milner		
SSC Chairperson	Lois Allen		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010  
 BOLSA**



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

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Teacher	Maryana Massoud		
Teacher	Terri Shook		
Teacher	Kevin Lewis		
Classified	Dana Traviglia		
Parent	Chris Clark		
Parent	Yen Nguyen		
Parent	Jeremy Nguyen		
Parent	Xuan Hong Nguyen		
Parent	Ho Ngoc Nguyen		
Student	Marisol Garcia		
Student	Alvin Phan		



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2009-2010  
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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
	Lois Allen		
<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
	Peter Nguyen		
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Dana Traviglia		
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Louise Milner		