

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



2010-2011 Single Plan for Student Achievement for Hare Continuation 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: May 20, 2010

Board Approved:

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

2010-2012
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for
Hare Continuation High School

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SSC Approved: February 17, 2011

Board Approved: March 15, 2011

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

**HARE CONTINUATION HIGH SCHOOL
CONTENTS OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
NCLB COMPLIANCE/PLAN COMPLETION**

Check those that apply:

- Not receiving Title I
Complete Sections A-F
- Schoolwide Title I
Complete Sections A-F
- Targeted Assistance Title I
Complete Sections A-F
- Program Improvement: Year 1
Complete Sections A-F and Program Improvement Requirements

*The following Plan components required by NCLB section 1114(b)(1)
are addressed in the Single Plan for Student Achievement as indicated below:*

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

(1) Comprehensive Needs Assessment

Data Analysis

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

Program Analysis

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

Needs Assessment

- School climate and safety data, including California Healthy Kids Survey (CHKS)
- Parent Needs Assessment
- Input from stakeholders (advisory committees, parents, community, etc.)

(2) Goal Statements

- School goals to meet the identified academic needs of students
- A plan that is consistent with the LEA Plan

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HARE CONTINUATION HIGH SCHOOL**

SECTION A *(continued from previous page)*

(3) Action Plan/ Schoolwide Reform Strategies (Planned Improvements in Student Performance)

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

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

(4) Evaluation

- The means of evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards
- Monitoring of SPSA action plan and progress toward goals

SECTION B

Safe Schools Plan

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

School Parental Involvement Policy (SPIP)

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

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HARE CONTINUATION HIGH SCHOOL
COMMON PAGES (SECTIONS C THROUGH F)**

SECTION C

Centralized Services and Support

- Identify direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school

SECTION D

Budget Information

Programs Included In This Plan

- Identify the state and federal categorical programs in which the school participates and, when applicable, allocations to the school

Capital Outlay and Equipment

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Narrative (Preliminary and Final)

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
PROGRAM IMPROVEMENT REQUIREMENTS**

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

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

To be included with SPSA for Title I PI Schools

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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ACTION STEP #1

**WASC: Category A: Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources**

ESLR: Academic Achievers, Responsible Citizens, Effective Communicators

Growth Goal A: Increase the percentage of students returning to their comprehensive high schools on track to graduate and increase the percentage of students graduating from Hare.

Rationale: All students coming to Hare are credit deficient and not on track to graduate. Based on the 2007-2008 graduation rates reported by the CDE, Hare has a 63.2% graduation rate for all students enrolled at Hare for their senior year. The 2007-2008 CAHSEE data indicates that 62% of the student population has passed the CAHSEE, leaving 38% of students not on track to graduate due to not passing the CAHSEE.

Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
CAHSEE Pass Rate	1(a)	Develop a CAHSEE committee to investigate BGCGG's "Brain X" CAHSEE prep software. Determine if it is an additional component that Hare can incorporate into our existing CAHSEE prep courses.	Committee's recommendations	June/ 2010	CAHSEE Committee Chair and Administration	Title I /General Funds	

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Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1(b)	CASHEE committee will develop a “bank” of practice questions for all teachers to incorporate into their daily lessons so that CAHSEE is practiced schoolwide.	Data base of CAHSEE questions	Feb/ 2011	CAHSEE Committee Chair and Administration	Title I /General Funds	
Formative, Summative, and Diagnostic Assessments	1(c)	Develop a committee to evaluate the feasibility of incorporating elements of the Academy curriculum, such as note taking, test taking, study skills and goal setting into an advisement period and embed it into daily class lessons.	Committee’s recommendations	Sept/ 2010	Committee Chair and Administration	Title I /General Funds	
Aeries Data	1(d)	District will provide access to parent portal. Hare will develop and offer parents Aeries training.	Open parent portal, schedule of Aeries training	Aug/Sept 2010	Administration	Title I / EIA	

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Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Student Agenda	1(e)	All teachers will require students to use their agendas on a daily basis. Agendas should be used for recording class assignments, grade check monitoring, communication with parents, and restroom passes. Administration will address student agenda usage in all parent meetings.	<p>Agenda expectations will be articulated in course syllabus.</p> <p>Administration will modify the student agenda to incorporate the action step.</p> <p>Modify orientation meetings to include student agenda presentation</p>	Start: Fall 2010 & On-going	Teachers, Administration and Counselors	Title I	
Attendance/ truancy rate	1(f)	Teachers will be trained in and expected to utilize positive classroom management and engaging instructional strategies in order to encourage increased attendance.	<p>Training sign-ins, minutes & agendas</p> <p>Coaching logs</p> <p>Administrative walk-throughs</p>	Sept 2010	Administrators/Teachers Peer coaches	Title I	
	1(g)	Administration and support staff will utilize Teleparent to report daily absences to parents. Personal phone calls and conferences by support staff and administration. Academic awards assemblies that recognize student achievement.	-Attendance reports provided by GGUSD, Daily attendance reports provided by attendance clerk, Teleparent logs, and attendance clerk documentation logs.	Sept 2010	Administration, Teachers, Support Staff, and Counselor.	Title I	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1(h)	District Approved SARB process will be faithfully implemented. Continued partnership with the Truancy Reduction Center, local law enforcement, and other community based organizations to help address the truancy problem. Continued visibility by administration and Campus Safety Assistants during passing periods.	Attendance reports provided by GGUSD, Daily attendance reports provided by attendance clerk, Teleparent logs, SARB letters, TRC referrals, and attendance clerk documentation logs.	Feb 2010 On-Going	Administration, Teachers, Support Staff, Campus Safety Assistant, TRC staff and Counselor.	Title I/ General Funds	
	1(i)	To encourage students to view Hare as a safe and welcoming environment, all teachers and staff have participated in the “Clay Roberts 40 Developmental Assets” training and will continue to utilize the customer service strategies to continue to cultivate relationships.	Student and parent surveys Focus group discussions Training sign-ins, minutes & agendas Administrative walk-throughs	Feb 2010	Administrators, teachers, and support staff	Title I/ General Funds	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
ACTION STEP #2**

WASC: Standards-based Student Learning: Curriculum

ESLR: Academic Achievers, Effective Communicators

Growth Goal: There is a need for more professional development to ensure proper implementation of instructional strategies with an emphasis on writing across the curriculum.

Rationale: Based on the 2007-2008 district spring writing sample, data indicated that 89% of our student population scored below grade level standards (1 or 2). The most recent CAHSEE results (March 2008), indicate that there is a deficiency in overall writing performance. Under the writing applications subset (essay) the mean score is 2 out of a 4 point scale, suggesting that students are not writing to the level necessary in order to pass the CAHSEE. In the area of writing, Hare students perform better on writing conventions (58%) than they do on writing strategies (44%).

Data Element	# steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
District Writing Sample	1(a)	All teachers will be trained on how to effectively use an aligned writing rubric. The English department will provide additional support.	Professional Development Plan, Staff training log, classroom observation, student work samples, and collaboration	June/ 2011	Administration, and English Department	Title I/ EIA	
	1(b)	Develop content specific anchor papers.	Writing Samples	Feb/ 2011	Teachers and Administration	n/a	
	1(c)	All teachers will incorporate a monthly writing prompt to use as data to guide collaboration discussions.	Writing samples, collaboration discussions	June/ 2011	Teachers and Administration	n/a	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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ACTION STEP #3

WASC: Standards-based Student Learning: Instruction

ESLR: Academic Achievers, Effective Communicators

Growth Goal: Teachers will continue to faithfully implement the instructional strategies acquired through professional development for all students. There is a need to improve instructional support by providing universal access and utilizing differentiated instruction for our EL and special education students.

Rationale: Based on our 2007-2008 second semester data, 26.7% of our students failed English, 23.6% failed math, 29% failed Social Sciences, and 42% failed Science. In addition, Hare has a student population comprised of more than 50% of English Learners and around 20% of the student population is identified as special education.

Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
EL Data	1(a)	All teachers will receive professional development in the areas of Constructing Meaning. Teachers will consistently follow-through and implement CM strategies.	Professional Development Plan, Staff training log, teacher sign in sheet	Feb/ 2010 On-Going	Administration/ TOSAs	Title I/ EIA	
	1(b)	Administrators will disaggregate EL data every quarter to strategically cluster EL students in appropriate ELA classes. Teachers will use EL data to appropriately differentiate their instruction.	EL Data, masters schedule, class rosters, and classroom observation	Feb/ 2010 and every quarter	Administration, counselor, and teachers	Title I/ EIA	
	1(c)	Provide additional support for EL student population by hiring a part-time contract teacher to provide intervention outside the school day.	Hiring of PTCT	Feb/ 2010	Administration	EIA	

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Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Summative and Formative Assessment	1(d)	Teachers will continue to incorporate universal access elements of the base curriculum and strategies.	Classroom observation and evaluations	Feb/ 2010 On-going	Administration, TOSAs, Peer coaches, and Department Chairs	n/a	
	1(e)	Teachers will receive additional training in the areas of differentiated instruction.	Professional Development Plan, Staff training log, teacher sign in sheet	Feb/ 2010 On-Going	Administration/ TOSAs	Title I/ EIA	
	1(f)	Data teams will meet quarterly to disaggregate and analyze data. The data will be shared and discussed through collaboration and department meetings.	Peer coach/ Data team agenda, Department and collaboration meeting agendas,	Feb/ 2011	Administration/ Peer Coaches and Department chairs	Title I	
	1(g)	Peer coaches will provide additional support to their colleagues through demonstration lessons of effective instructional strategies. Peer coaches will make themselves available for teachers that are interested in co-plan/co-teaching a lesson.	Peer Coach Calendar, Collaboration, teacher lessons, classroom observations	June/ 2010	Peer Coaches, Administration, and TOSAs		
	1(h)	Teachers who are interested in Co-Plan/Co-Teach will participate in professional development offered by the district.	Lesson plans and classroom observation, Superweek attendance	Aug/2010	Teachers and Administrators	District	
	1(i)	Teachers will use technology to aide in the delivery of instruction. Teachers will incorporate technology in student assignments.	Classroom observation, student work samples	Feb/ 2011	Administration and teachers	Title I/ EIA	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
ACTION STEP #4**

WASC: Standard Based Student Learning: Assessment and Accountability

ESLR: Academic Achievers, Effective Communicators, Responsible Citizens

Growth Goal: Development of Common Assessments for all departments. Improve on teachers ability to disaggregate and analyze student performance data, both individually and departmentally.

Rationale: The development of common assessments will allow teachers to have data driven conversations through collaboration and department meetings to ensure that students are offered universal access to the base curriculum and assessments.

Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
“D” and “F” Rate	1 (a)	All departments will develop common assessments.	Binder with common assessments and pacing guides	June/ 2010	Administration and Department Chair	n/a	
	1(b)	Departments will annually review and refine pacing guides.	Pacing guide Binder	Feb/ 2010 Annually	Department Chairs and Administration	n/a	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Summative, Formative, and Diagnostic Data	1(c)	Data teams will meet quarterly to disaggregate and analyze data. The data will be shared and discussed through collaboration and department meetings.	Peer coach/ Data team agenda, Department and collaboration meeting agendas,	Feb/ 2011	Administration/ Peer Coaches and Department chairs	Title I	
	1(d)	Teachers will use results of data to enhance the educational progress of every student.	Classroom observations, evaluations, collaboration, department meetings	Sept/ 2012	Administration, Peer Coaches, TOSAs	Title I/ EIA	
	1 (e)	Teachers will incorporate the ESLRs in their daily lessons to support student achievement.	Classroom observation and lesson plans	Feb/ 2011	Administration, Peer Coaches, TOSAs, and Teachers	n/a	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
Action Step # 5**

WASC: School Culture and Support for Student Personal And Academic Growth

ESLR: Academic Achievers, Effective Communicators, Responsible Citizen

Growth Goal 1: Develop a systematic plan to implement the newly developed ESLRs linking them to academic standards and 40 Developmental Assets.

Rationale: Provide students a pathway to become academic achievers, effective communicators and responsible citizens while developing strong assets that will support their post secondary endeavors.

Growth Goal 2: Continue to find ways to encourage greater parental participation. Recruit more students, parents, and community members to participate in SSC and ELAC committees.

Rationale: Research shows that increased parent participation leads to student success.

Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
Student and parent Effectiveness survey	1(a)	Teachers will incorporate the ESLRs in their daily lessons to support student achievement.	Classroom observation and lesson plans	Feb/ 2011	Administration, Peer Coaches, TOSAs, and Teachers	n/a	
	1(b)	Students will take the 40 Developmental Assets survey. The data will be analyzed to assist in developing a more positive school culture.	Results of Survey	Sept/ 2010	Administration and Teachers	n/a	
	1(c)	Teachers will use results of the 40 Developmental Assets survey to identify appropriate ESLRs to embed into their daily lesson plans.	Classroom observation and lesson plans	Feb/ 2011	Administration and Teachers	Title I	

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

Data Element	# Steps	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1(d)	Create a more visually appealing school and physical environment.	Campus Observation, results of student and parent effectiveness survey	June/ 2011 On-going	All Staff	Title I, General Funds	
ESLRs and 40 Developmental Assets survey	1(e)	Hare faculty and staff will continue to collaborate with BGCGG to better incorporate them into daily activities and support the ESLRs and the 40 Developmental Assets.	BGCGG calendar,	June/ 2011	Hare staff, faculty and BGCGG staff	21 st Century grant, Title I, General Funds	
Parent Meeting Results	2 (a)	Teachers and staff will continue use of Teleparent, parent contacts, parent conferences and update student information on Aeries regularly.	Teleparent logs, Aeries data	Feb/ 2010 On-Going	All staff	Title I, EIA, and General Funds	
	2(b)	Hare will create a survey to determine parent interest in school activities. The survey will also determine the most appropriate times to hold parent meetings.	Parent Survey Results	Aug-Sept/ 2010	Administration and clerical staff	n/a	
	2 (c)	To increase parent participation, all full-time staff will identify and recruit one family per quarter to participate in parent meeting.	Sign in sheets	Feb/ 2011	All staff	n/a	
	2 (d)	Leadership students and student TAs will regularly be asked to contact parents to solicit parent participation for all parent meetings.	Call log, Sign in sheets	Feb/ 2011	Administration and clerical staff	n/a	
	2 (e)	Hare staff will continue to include parent trainings through Coffee with Administrators night and 10 Educational Commandants.	Attendance sheets, Teleparent logs, agenda/handouts	Feb/ 2010	Administration	Title I/ EIA	

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

**Safe Schools Plan
2010-2011**

Vision

The Vision of Marie L. Hare Continuation High School is to:

- Provide rigorous instruction using multiple research-based strategies designed to elicit student engagement and promote critical thinking skills
- Create a safe and constructive learning environment that promotes academic, social and vocational success through positive adult-student relationships.

Mission

The Mission of Marie L. Hare Continuation High School is to: encourage, support, and inspire all students to become life long learners and productive citizens.

FOCUS:
Drug & Alcohol Prevention

**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.”

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	Ensure that students who need a drug or tobacco intervention program are appropriately referred.	September – June 2011	All school staff	Referrals
4	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
5	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
6	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:
School-Wide Interventions

**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.”

Component 1: People and Programs (School Climate)

Objective: *Schools will identify academic and school-wide interventions and provide opportunities for students to access those opportunities.*

Action Steps	Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1 School staff will identify all instructional and other supportive interventions available for students.	Fall 2010	Administrators, teachers, counselors (where applicable)	Staff meeting agenda
2 Students will be assessed for needs (ex. 40 Developmental Assets Questionnaire, academic assessments, etc.)	Fall 2010	Administrators, teachers, counselors (where applicable)	Assessment results
3 An advisement period to address student’s Developmental Assets will be established.	Spring 2011	Administrators, counselors (where applicable)	Students are identified for targeted interventions or other referrals for support
4 Intervention programs (academic interventions, mentors, after-school programs, counseling, and other support services) will be prescribed for students.	Spring 2011	All school staff	Students are identified for targeted interventions or other referrals for support
5 Parents will be informed of the intervention programs available and parent education programs will incorporate asset development activities for students and families (ex. 40 Developmental Assets).	December 2010	District and site staff	Parent program agenda

**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.”

**FOCUS:
Emergency Radio
Communication System Practice**

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.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	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
2	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
3	School staff will incorporate the radio system into their overall emergency communication plan and will utilize the radios during emergency drills.	Fall 2010	Administrators	Drill schedule

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Education Code

Section 35294.2[a][2]

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

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

Component 2: Places (Physical Environment)

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

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	Administrators will review the district Lock Down procedures.	Fall 2010	Administrators	District sign-in
2	The Incident Command System (ICS) will be maintained.	Ongoing	Administrators	Incident Command System chart will be completed
3	Provide ICS team with their roles and responsibilities.	Fall 2010	Administrators	Staff meeting agenda
4	Upload ICS names into Rapid Responder software.	Fall 2010	Administrators	Software check
5	Communicate Lock Down procedures to site staff.	Fall 2010	Administrators	Staff meeting agenda
6	Train and practice the Lock Down procedure using the ICS.	2010-11	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

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Education Code

Section 35294.2[a][2]

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

**FOCUS:
Rapid Responder Software
Program**

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

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**School Parental Involvement Policy
2010-2011**

Part I *General Expectations*

Hare Continuation 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-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

1. Hare Continuation High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single School Plan (SSP) in an organized, ongoing, and timely way. [I-CE 2]	
Action:	Description:
Recruitment of Parents	
Teacher/staff recommendations:	Collect recommendations for parents from both certificated and classified staff that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, assistant principal, school counselor, teacher, and/or school community liaison.
Invite actively involved parents:	Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent support groups, parent-student transition groups, and “Back on Track Parent” groups.)
Personal phone calls:	Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate. Use bilingual school staff to make phone calls to parents.
Promotion:	Promote opportunities for parent involvement and the development of the School Parental Involvement Policy and SSP in a variety of ways (e.g., school newsletter, monthly school calendar, TeleParent phone messages, and flyers). All information will be provided in school’s major home languages.
Joint Development and Joint Agreement	
During schoolwide events:	Schedule School Parental Involvement Policy and SSP 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, parent-student transition meetings, “Back on Track” meetings, orientation meetings, summer school meetings, and Math Game Night).
Small groups:	Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SSP elements.
Language:	Ensure that School Parental Involvement Policy and SSP documents are available in a format and language that parents can understand.
Organized, Ongoing, and Timely Action	
Parent committee:	SSC and ELAC committee will review the current School Parental Involvement Policy and SSP at least annually.
Other parent meetings:	Distribute and review School Parental Involvement Policy and SSP along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school policy and practices.
Scheduling meetings:	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy.

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SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**

<p>2. Hare Continuation High School will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including: their child's and/or school's participation in school programs (e.g., Title I, SLI, EIA, EL, Special Education, GATE, etc.); the requirements of the school programs; and the parents' rights to be involved (list of rights could include Parent Notices, School-Parent Compact, District Parent Involvement Policy, School Parent Involvement Policy). [I-CE 2.1(a)]</p>	
Action:	Description:
Distribution of Policy and Program Information to Parents	
Annual meeting and Timely information: [I-CE 2.1(d)]	Provides parents with timely information about the school's participation and the requirements of programs such as, Title I, School Library Improvement (SLI), English Learners (EL), Special Education, and the Local Education Agency (LEA) plan. The school will organize an annual Program Parent Meeting at the beginning of the school year, during orientation. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. {School will disseminate the information via, school flyer}.
Parent e-mail addresses:	Request parent e-mail addresses during parent meetings to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.
Teleparent:	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.
Sending home documents:	Distribute the School Parental Involvement Policy and School-Parent Compact, as part of the school registration packet.
At school-wide meetings:	Make available School Parental Involvement Policy and School-Parent Compact at major school-wide events (Open House, Back-to-School Night, parent-student transition meetings, "Back on Track" meetings, orientation meetings, summer school meetings, and Math Game Night).
At separate meetings:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.
Requiring a parent signature:	Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact.
Distribution of School Parental Involvement Policy to Local Community	
District website:	Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.
Local community:	Provide copies for distribution of the School Parental Involvement Policy within the local community (e.g., Boys and Girls Clubs (Truancy Reduction Center)
School office:	Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office.

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3. Hare Continuation High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]	
Action:	Description:
Frequency	
Schedule meetings:	Reviewing and/or modify the School Parental Involvement Policy and SSP quarterly.
Periodic Updates of the School Parent Involvement Policy	
Ongoing planning, review, and improvement: [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 Single School Plan (SSP) during SSC meetings. Invite all parents to the Program Parent Meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.
Special committee:	SSC and ELAC committee will review the current School Parental Involvement Policy and SSP at least annually. With the assistance of school personnel (e.g., the principal, assistant principal, school counselor, and Title I coordinator), 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.
School wide meetings:	Schedule time to review School Parental Involvement Policy and SSP components within school-wide informational/improvement status meetings and within formal parent committee meetings.
Ongoing meetings:	Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices.

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4. Hare Continuation High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I or other funding as long as these services relate to parental involvement. [I-CE 2.1(b)]	
Action:	Description:
Assessing Parent Needs	
Flexible number of meetings and Schedule:	Based on parent, facility and staff input; with the assistance from the district, the principal will plan and schedule topics for the meeting. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). Meetings will be held quarterly.
Parent Input:	Parent input will be obtained through formal and informal conversations and/or conferences.
Invitation:	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.
Arrangements for child care, translation/interpretation, transportation.	Arrange for child care, translation/interpretation, and transportation as needed. Provide parents with information regarding these services with each invitation to special events, meetings, and trainings.
Funding of Parental Involvement Expenses	
Title I schools:	Use Title I funding to support costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), light refreshments, and materials.

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5. Hare Continuation High School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. [I-CE 2.1(e)]	
Action:	Description:
Scheduling	
Schedule and Topics:	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 information obtained from parent interactions.
Activities/ Information Provided to Parents	
At conferences:	Explain and review curriculum, assessments, and proficiency levels, transcripts, post-high school graduation options and college financial aide during conferences and/or meetings with school personnel (conferences as requested by teacher or parent and other school organized events, etc.).
During meetings/trainings:	Inform parents about school curriculum, assessments, proficiency levels, transcripts, post-high school graduation options and college financial aide at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, SSC, ELAC, parent support groups, parent-student transition groups, and “Back on Track Parent” groups.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).
See Part III (1-3):	Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)
Explanation of curriculum, assessments, and proficiency levels:	Meetings 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, parent involvement, the School-Parent Compact, District and School Parental Involvement Policy.
Curriculum and programs:	Provide descriptions of curriculum and information regarding student coursework (e.g., Parent Handbook, A-G and graduation requirements, special education, school or teacher website, topic specific trainings, 10 Education Commandments, and Family Nights).
Recommendations for supporting learning at home:	Provide parents with information and recommendations about how they can support their child(ren)’s learning at home.
Achievement data:	Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents.
Progress monitoring and communication:	Utilize the technology of online progress monitoring and communication regarding student achievement; assessment results, etc. (e.g., School website, Teleparent, and Parent Portal from Power School).
District Goal #1 and #2:	Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.
Hare School Goals	Familiarize all parents with Hare’s Single School Plan goals, when appropriate, at school-wide meetings and events.

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6. Hare Continuation High School will provide 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)]

Action:	Description:
Opportunities for Regular Meetings	
Opportunities for regular meetings:	Provide parents 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.
Schedule:	Develop a schedule of regular meetings for the purpose of gathering parent input concerning school practices relating to the education of their children.
Conferences:	Promote the importance of parent-teacher conferences in order to allow parents an opportunity to communicate directly with their child(ren)'s teacher(s). Interpreters will be provided as needed.
Translation/ Interpretation:	Use the school community liaisons or other school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.

Responding to Suggestions	
Opportunity to provide input:	Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment and/or suggestion box in the office).
Timeline for resolution:	Provide parents with an expected timeline for resolution of a problem or complaint.
SSC public input:	Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.
Responding:	All parent comments or inquiry will be address by school site personnel in a timely manner.

7. Hare Continuation High School will submit to the district any parent comments if the Single School Plan is not satisfactory to parents.

Action:	Description:
Procedures for Submitting Parent Comments to the District	
Parent Comments:	Inform parents about procedures for submitting input to the district regarding the Single School Plan (SSP). Parent input may be provided in written form, and will be sent to appropriate district office personnel. A copy of the comments will be kept in the school office. School community liaisons will assist in communicating with parents.

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ALL SCHOOLS

Part III Shared Responsibilities for High Student Academic Achievement

<p>1. Hare Continuation High School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:</p> <p align="right">[I-CE 2.3]</p>	<p>2. Hare Continuation High School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –</p> <ul style="list-style-type: none"> <input type="checkbox"/> the State's academic content standards. <input type="checkbox"/> the State's student academic achievement standards, <input type="checkbox"/> the State and local academic assessments including alternate assessments, <input type="checkbox"/> the requirements of Title I (if applicable) <input type="checkbox"/> how to monitor their child's progress, and <input type="checkbox"/> how to work with educators: <p align="right">[I-CE 2.3(a)]</p>	<p>3. Hare Continuation High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:</p> <p align="right">[I-CE 2.3(b)]</p>
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Parental Involvement Activities

	Event	Description				Role of Parents	Responsibility To Organize
			1	2	3		
SITE-BASED	Family Night • Back to School Night • Open House October/2008 and March/2009	Events will work to strengthen partnerships between families and school. Event will focus on developing skills that parents can use at home to support student learning. Information regarding standards, curriculum, and assessments for each of the content areas will be shared. Interpreters available.	X	X		Parents attend evening events to enhance and cultivate partnerships between school and home.	Administrators, Teachers, Office Staff, Counselor, and Community Liaisons
	10 Educational Commandments On-going (Spanish/Vietnamese TBD)	Parents are presented with information organized into 10 modules intended to assist parents in supporting their children's education. Parents are encouraged to become actively involved in the education of their children. Child care provided.	X	X	X	Parents attend classes and become actively involved in school.	Site administration, Counselor and Community Liaison
	Math "Game Night" Spring/2009	Organized by teachers to help promote fundamental math skills in the home. The event brings together the concepts of math and explains how math concepts can be integrated in a fun setting for both parents and children.	X			Parents attend meetings to learn about ways they can support their children's learning, specifically in the areas of math	Organized and facilitated by teachers and staff.

SI	Transition Meeting January and June/2009	Parents and students will attend meetings to learn about the transition from Hare to their respective comprehensive high school.	X	X		Parents and students attend to gather information that will help	Administrators, Teachers, Office
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					them prepare for the next grade level and understand transitions	Staff, Counselor, and Community Liaisons
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	X			Parents can assist in the development of school events.	Administrators, Teachers, Office Staff, Counselor, Community Liaisons and Leadership Class
Back on Track Fall 2008/Spring/2009	Parents are presented information and strategies designed to help support their child(s) academic success. Parents are encouraged to become more involved in their child's education.	X			Parents are encouraged to become more involved in their child's education	Administrators, Teachers, Office Staff, Counselor, and Community Liaisons
Parent/Student Orientation Meetings Quarterly	To provide an overview of the expectations, goals, and philosophy of Hare Continuation High School.	X			Parents are encouraged to become more involved in their child's education	Administrators, Teachers, Office Staff, Counselor, and Community Liaisons
English Learner Advisory Committee (ELAC) Meets quarterly	The process for the formation of the ELAC and its responsibilities are described in the ELAC Packet and is part of the SSP Information is provided in multiple languages. Public is invited to provide input.	X	X		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, Title I Coordinator
School Site Council (SSC) Meets quarterly	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.	X	X		Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.	Principal, Standing members of the SSC, and Title I Coordinator

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	Event	Description				Role of Parents	Responsibility To Organize
			1	2	3		
CENTRAL DISTRICT	College Information Nights October: High school February: Intermediate April: Elementary	Parents will hear district counselor's 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. Child care available.	X	X		Parents attend to gather information that will help prepare their children for college.	K-12 Educational Services and Outreach
	College Fair October: High school only	College Fair: Parents and students can meet with college representatives and gather information. Special presentation for parents of students in special education programs will be offered immediately preceding the high school College Fair. Interpreters available. Child care 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 Quarterly	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	X	X	X	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.	K-12 Educational Services and Outreach
	Family Literacy/ REACH for Success Nearest site: Alamitos Intermediate Tues & Thursday 5:30-7:30PM	Offered at 10 sites in the district. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Child care also available for children ages 3 and up- providing educational enrichment activities.			X	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.	Boys and Girls Clubs of Garden Grove
	Community Fair May 2009	Location: TBD Local community resources and organizations will be available to answer questions and distribute information for families.	X	X	X	Parents attending the event will gather resources.	K-12 Educational Service and Outreach
	District English Learners Advisory Committee (DELAC) 3 rd Thursday every month	Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	X	X		The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting.	Assessment and Registration Center Principal ELAC Community Liaison
	District Advisory Committee (DAC) Meets once a year	Representatives from each school discuss district funding and support of goals.	X	X		Parents give input on Title I, EIA, and SLI, as well as goals of the LEA plan.	K-12 Educational Services

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4. Hare Continuation High School will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2]	
{Attach School-Parent Compact to this document} [I-CE 2.2(a-c)]	
Action:	Description:
Jointly Developing the School-Parent Compact	
Parent committee:	Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.
Multiple languages:	Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.
E-mail addresses:	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact.
Informing Parents about the School-Parent Compact	
Collecting signatures:	Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent and student are required on the School-Parent Compact pledges.
Personal phone calls:	Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.
Teleparent:	Use 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.
Distributing the School-Parent Compact	
To every family:	Distribute the School-Parent Compact during orientation.

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

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6. Hare Continuation High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [I-CE 2.3(d)]

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

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7. Hare Continuation High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. [I-CE 2.3(e)]

Action:	Description:
Providing Information to the Parents	
Language and format:	Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community.
Interpretation/ Translation:	Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
School community liaison:	Introduce parents to the services provided by the school community liaison (e.g., interpretation/translation services, phone calls and written correspondence, point of contact for the community, etc.).

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

Action:	Description:
Providing Accessibility and Opportunities	
Limited English proficiency:	Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community. Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
Parents with disabilities:	Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.
Parents of migratory students:	Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.

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

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, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities as parents may request.

[I-CE 2.3(f)]

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

Part V Adoption

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

Parent participation and input during SSC and ELAC meetings. The School Parental Involvement Policy will be reviewed annually by the SSC and ELAC committee members.

This policy was adopted by Hare Continuation High School on 5/20/10 and will be in effect for the period of 2010-2012 school years. The school will distribute this policy to all parents on or before Orientation Meetings. It will be made available to the local community on or before September/2010. Hare Continuation High School's notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

Signature of Administrator _____

Date _____

Signature of ELAC Chairperson _____

Date _____

Signature of SSC Chairperson _____

Date _____

Signatures of Parent Involvement Policy Committee Members:

SSC Approval Date _____

ELAC Approval Date _____

Board Approval Date _____

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

School-Parent Compact
FOR THE SCHOOL YEAR 2010-2011

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school.

Hare Continuation High School and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Pledge

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

- ◆ Understand the importance of ongoing communication between parents and the school through, at a minimum, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- ◆ Report absences and tardiness promptly.
- ◆ Maintain regular communication about academic progress.
- ◆ Provide high-quality curriculum and instruction.
- ◆ Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.
- ◆ Provide assistance to families on what they can do to support their child's learning.
- ◆ Reinforce students' knowledge of and enrollment in courses that meet the A-G requirements for college admission.
- ◆ Encourage all students to attend before and/or after school tutoring when available and/or see their teachers for extra help.
- ◆ Explain expectations, instructional goals, and grading systems to students and parents.
- ◆ Participate in parent, teacher and/or counselor meeting.
- ◆ Develop and receive training on research-based teaching strategies and programs.
- ◆ Administration will recommend alternative educational options if students are not making adequate academic progress.

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

Parent Pledge:

We, as parents, will **support our child's learning** and agree to carry out the following responsibilities to the best of our abilities:

- ◆ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- ◆ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the district and respond as needed.
- ◆ Serve, to the extent possible, on advisory groups such as the School Site Council, the English Learner Advisory Committee, and other committees active at the school site and the district level.
- ◆ Regularly monitor my child's progress in school.
- ◆ Communicate the importance of education and learning to my child.
- ◆ Make every effort to attend school events, such as parent-teacher conferences, parent meetings, Open House, Back-To-School Night and orientation meetings (mandatory).
- ◆ Discuss and emphasize post-secondary options such as the college experience.
- ◆ Learn about the A-G requirements for college admission.
- ◆ Encourage my child to attend before or after school tutoring when available and/or see his/her teachers for extra help.
- ◆ Contact the attendance office to report absences and check on attendance.
- ◆ Contact counselor to check on my child's progress at school and graduation status.
- ◆ Ensure that my child attends summer school if deemed necessary.
- ◆ I will work in partnership with the Hare administration to discuss alternative educational options when my child is not making adequate academic progress.

Student Name

Parent/Guardian Signature

Date

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

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

- ◆ I will give to my parents/guardians all notices provided by the school.
- ◆ I will ask for assistance when needed from teacher(s), counselor, and/or administrator(s).
- ◆ I will work on my academic skills at home to reinforce my learning.
- ◆ I will write down assignments and turn them all in when due.
- ◆ I will know and follow school and classroom rules.
- ◆ I will come to class on time, ready to learn, with my assignments completed.
- ◆ I will regularly talk to my parents and/or teachers about my progress in school.
- ◆ I will provide progress reports and grade checks to my parents regularly.
- ◆ I will learn about the A-G requirements for college admission.
- ◆ I will attend summer school when deemed necessary.
- ◆ I will act and display appropriate behavior similar those of young adults.
- ◆ I will make academic progress towards graduation and/or a successful transition to my comprehensive home high school.
- ◆ If I am not making adequate academic progress at Hare Continuation High School I will agree to consider an alternative educational placement to meet my educational needs.

Print Student Name

Student Signature

Date

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 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.

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED
\$ 1369	<p>Parent and Community Outreach 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"> • Providing professional development opportunities in parent education programs. • Serving as a link to parent and community resources. • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites. • Coordinating parent education and community outreach meetings.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 920	Assessment and Registration Center (ARC) <ul style="list-style-type: none"> • 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.
\$ 1144	Student Services and Child Welfare and Attendance <ul style="list-style-type: none"> • 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. • Provides bilingual services in addressing sensitive cultural and language barriers faced by families of English learners. • 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. • 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. • Bilingual Community Specialists make home visits and meet with students and families to address concerns as identified by the school, district, or family.
ECONOMIC IMPACT AID	INDIRECT SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 10% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 1952	Centralized Services 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: <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports. • Monitoring the implementation of state and federally funded programs. • Training and guiding of School Site Councils (SSC), English Learner Advisory Committees (ELAC), School Advisory Committees (SAC), and school staffs in the development and writing of the school plan. • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
\$ 6083	Assessment and Registration Center (ARC) <ul style="list-style-type: none"> • 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. • Coordination of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) according to CDE compliance requirements
\$ 95	Evaluation and Research <ul style="list-style-type: none"> • 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.
\$ 0	School sites may be provided a clerk to support the objectives of supplemental programs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
SECTION C: FUNDING FOR CENTRALIZED SERVICES**

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title III Title I ARRA	\$ 7178 \$ 17947 \$ 4276	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"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention
Title I	\$ 0	Supplemental counselor to provide support to at-risk students and families.
Title I Title III	\$ 972 \$ 1803	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"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
Title I	\$ 0	Supplemental transportation to after-school program for at-risk students.
Title I	\$ 0	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
Title I ARRA	\$ 59962	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
Title I Title II	\$ 8692 \$ 1089	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"> • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
Title I	\$ 534	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.
Title I	\$ 0	School sites may be provided a clerk to support the objectives of Title I programs.

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

DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and 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 10th grade administration of the PSAT and Family PSAT nights at high schools. SAT preparation classes are offered to all high school juniors at a reduced rates.
- Straight Talk counselors provide counseling services at the elementary level.
- Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be use for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

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

INDIRECT SERVICES (K-12)

- The Departments of K-6 and 7-12 Instruction and K-12 Educational Services coordinate centralized and district resources to assist each school in meeting project requirements and providing quality programs.
- The Department of K-12 Educational Services provides information regarding budget categories, legal expenditures, and compliance.
- The Assessment and Registration Center (ARC) assists principals and individual teachers in providing assessments, translation, personnel, materials, and staff development to meet the needs of English Learners.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, College Information Night, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, academic review, and the organization of supplemental counselors.
- The Department of Evaluation and Research assists schools in evaluating their ongoing programs as well as assisting with appropriate testing and year-end evaluation procedures.
- Gifted and Talented Education assists principals and individual teachers in identifying and providing for the needs of gifted and talented students.
- School sites may be provided a clerk to support the objectives of Title I programs.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

- All English Learners receive an English language development program designed to meet their instructional needs.
- Upon request of the school, a district child welfare and attendance worker makes home calls twice a month or as needed regarding health, attendance, etc.
- The vocal music teacher provides music experiences to students in grades 1-6.
- Instrumental music instruction is offered to students in grades 4-6.
- Students are screened for health problems and referred to appropriate services as necessary. A district health assistant provides health services for 3 ½ hours per day.
- At the elementary level, parent conferences are regularly scheduled to inform parents of student progress and to aid them in assisting their children at home, and at the secondary level conferences are scheduled as needed to inform parents of student progress towards graduation.
- The Speech and Language pathologist screens students referred by the teacher and/or Student Study Team. The pathologist consults with the teacher regarding the speech and language needs of students.
- Following Student Study Team meetings and referral for assessment, a school psychologist coordinates assessment for students and makes appropriate recommendations to an IEP team.
- Students who qualify for special education may receive instruction and/or designated services following the recommendation of an IEP team.
- The Office of Special Education coordinates services of the speech and language pathologists, school psychologists, adapted physical educational teachers, and other appropriate services in identifying and providing services for individuals with exceptional needs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	<input checked="" type="checkbox"/> Economic Impact Aid-State Compensatory Education (EIA-SCE) <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 21809	STATE FUNDED PROGRAMS	<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
	<input checked="" type="checkbox"/> Economic Impact Aid-Limited English Proficient (EIA-LEP) <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$ 65666		<input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input type="checkbox"/> English Language Aquisition Program (ELAP) <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"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) – Grades 6-12 <u>Purpose:</u> Eliminate tobacco use among students.	
		<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.			
		<input checked="" type="checkbox"/> Middle and High School Supplemental Counseling Program <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.			
FEDERALLY FUNDED PROGRAMS	<input type="checkbox"/> 21st Century After School Safety and Enrichment for Teens (ASSETs) <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$		FEDERALLY FUNDED PROGRAMS	<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <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"/> Title I, Part A: Program Improvement (PI) <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.	\$ 65,389			<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC) <u>Purpose:</u> Support learning environments that promote academic achievement.
	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)	\$ 6591	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION D: CAPITAL OUTLAY AND EQUIPMENT**



Type and cells will expand.

State Object Expenditure (4400 or 6400 or 6200 WAN)	Description of item expenditure	Funding Source	Justification in terms of student or program need. State Action Step used to support purchase.	Number of Units	Total Cost
(A)	(B)	(C)	(D)	(E)	(F)
4400	Desktop computers	Title 1	SSP Goal #1 - technology	8	\$8000.00
4400	Laser Printers	Title 1	SSP Goal #1 – technology	2	\$900.00
4400	Laptop computers	Title 1	SSP Goal #1 – technology	6	\$8548.00
4400	Mobile Presentation bundles	Title 1	SSP Goal #1 – technology	3	\$5275.00
4400	LCD projectors	Title 1	SPP Goal #1 – technology	1	\$320.00
4400	Wireless slates	Title 1	SSO Goal #1 – technology	3	\$12400.00

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



Type and cells will expand.

Title of Position (Currently in place)	% FTE	PCN	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
TEACHER RSP	50	72573S8702	ARRA T-I CENT OFF	
PTCT	28.125	72997S8701	EIA-LEP	EIA-LEP, SSP Steps 1-4 Goal #1 (c)
PTCT	28.125	72997S8701	EIA-SCE	EIA-SCE, SSP steps 1-4Goal #1 (c)
SCL WKR BIL SP	43.75	72733S8701	EIA-LEP	EIA-LEP, SSP Step #5, Goal #2
SCL WKR BL V	43.75	72724S8701	EIA-LEP	EIA-LEP, SSP, Step #5, Goal #2
SCH TESTING CLK	21.875	72842S8702	EIA/TITLE I	Title 1, SSP Step #1 Goal #A

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
Computer Resource Asst.	60%	1	Title 1	SSP Goal #1 Technology
	%			
	%			

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

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



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

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 41344
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 4,134
TITLE I BALANCE REMAINING FOR 2010-11	\$ 37,210

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours		
Additional Staff Development Hours*	\$1500.00	Advisement refinement, ELA
Additional Staff Development Substitutes*	\$2541.00	Advisement refinement, ELA
Additional Parent Education*		
Instructional Materials and Supplies	10000.00	Classroom supplies
Other Books		
Non-Capitalized Equipment (Page D-2)	\$18000.00	See page D-2
Other: Parent Communication	\$440.00	Future mailings
Other:	\$4729.00	Any overruns
Other:		

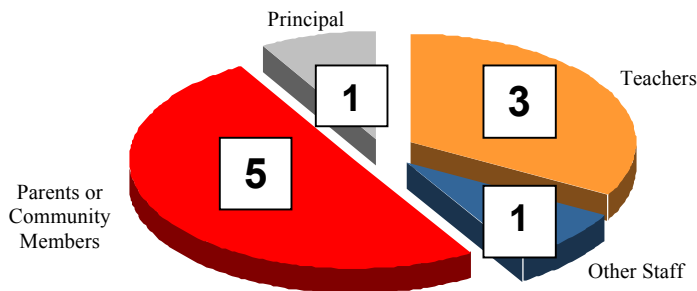
* Check set-aside funds. If additional funds will be needed budget estimated costs.

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

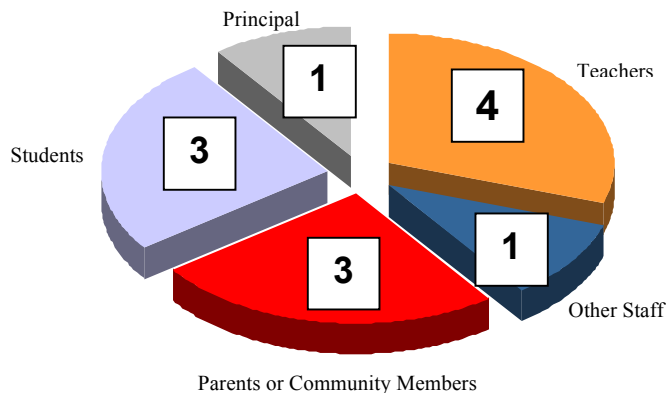
**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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
 HARE CONTINUATION HIGH SCHOOL
 SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**



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

MINIMUM ELEMENTARY COMPOSITION*

STAFF MEMBERS (5)	
	Principal
1.	David L. Richey
	Teachers
2.	David Ewoldt
3.	Jeannie Kleker
4.	Suzanne Honrath
	Other Staff
5.	Virginia M. Wantz

=

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Debbie Contreras, Chairperson
2.	Cheriss Bayard
3.	Lisa Varga
4.	Vivian Gutierrez
5.	Dawn Pahl

MINIMUM SECONDARY COMPOSITION*

STAFF MEMBERS (6)	
	Principal
1.	David L. Richey
	Teachers
2.	David Ewoldt
3.	Jeannie Kleker
4.	Suzanne Honrath
5.	Beth Guzman
	Other Staff
6.	Virginia M. Wantz

=

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Debbie Contreras
2.	Cheriss Bayard
3.	Lisa Varga
	Students
4.	Stephany Nguyen
5.	Jadelyn Gasio
6.	Deisy Contreras

*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
HARE CONTINUATION HIGH SCHOOL**

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

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

Composition of English Learner Advisory Committee

COMPOSITION REQUIREMENTS

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

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

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

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

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

c. Procedure for replacing a member:

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
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.	David L. Richey
2.	Jeannie Kleker
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS	
1.	Otilia Roldan
2.	Areli Cuenca
3.	Enrique Zamora
4.	Maximinia Guerrero
5.	Maria Brito
6.	Eva Varga
7.	Enrique Castro
8.	Aurora Palacio
9.	Francisco Moreida
10.	Jorge Garcia
11.	
12.	
13.	
14.	
15.	

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

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of EL serving on ELAC	≥	% of EL students at the school
6	÷	10	=	60%	≥	53%
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 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 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 (DSLTT)
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: February 17, 2011.

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	David L. Richey		2-17-2011
SSC Chairperson	Debbie Contreras		2-17-2011

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



SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	David Ewoldt		2-17-2011
Teacher	Jeannie Kleker		2-17-2011
Teacher	Beth Guzman		2-17-2011
School Secretary	Virginia M. Wantz		2-17-2011
Community Member	Cheriss Bayard		2-17-2011
Parent	Lisa Varga		2-17-2011
Parent	Vivian Gutierrez		2-17-2011
Parent	Jorge Garcia		2-17-2011
Parent	Francisco Moreida		2-17-2011
Parent			2-17-2011
Student	Deisy Contreras		
Student	Jadelyn Gasio		2-17-2011
Student	Stephany Nguyen		2-17-2011
			2-17-2011



**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION F: RECOMMENDATIONS AND ASSURANCES**

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Debbie L. Contreras		2-17-2011
SCHOOL ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Otilia Roldan		2-17-2011
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Virginia M. Wantz		2-17-2011
PRINCIPAL	Typed Name of Principal	Signature	Date
	David L. Richey		2-17-2011

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 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.

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED
\$ 1369	<p>Parent and Community Outreach 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"> • Providing professional development opportunities in parent education programs. • Serving as a link to parent and community resources. • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites. • Coordinating parent education and community outreach meetings.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 920	Assessment and Registration Center (ARC) <ul style="list-style-type: none"> • 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.
\$ 1144	Student Services and Child Welfare and Attendance <ul style="list-style-type: none"> • 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. • Provides bilingual services in addressing sensitive cultural and language barriers faced by families of English learners. • 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. • 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. • Bilingual Community Specialists make home visits and meet with students and families to address concerns as identified by the school, district, or family.
ECONOMIC IMPACT AID	INDIRECT SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 10% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 1952	Centralized Services 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: <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports. • Monitoring the implementation of state and federally funded programs. • Training and guiding of School Site Councils (SSC), English Learner Advisory Committees (ELAC), School Advisory Committees (SAC), and school staffs in the development and writing of the school plan. • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
\$ 6083	Assessment and Registration Center (ARC) <ul style="list-style-type: none"> • 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. • Coordination of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) according to CDE compliance requirements
\$ 95	Evaluation and Research <ul style="list-style-type: none"> • 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.
\$ 0	School sites may be provided a clerk to support the objectives of supplemental programs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
SECTION C: FUNDING FOR CENTRALIZED SERVICES**

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title III Title I ARRA	\$ 7178 \$ 17947 \$ 4276	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"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention
Title I	\$ 0	Supplemental counselor to provide support to at-risk students and families.
Title I Title III	\$ 972 \$ 1803	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"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
Title I	\$ 0	Supplemental transportation to after-school program for at-risk students.
Title I	\$ 0	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
Title I ARRA	\$ 59962	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
Title I Title II	\$ 8692 \$ 1089	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"> • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
Title I	\$ 534	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.
Title I	\$ 0	School sites may be provided a clerk to support the objectives of Title I programs.

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

DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and 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 10th grade administration of the PSAT and Family PSAT nights at high schools. SAT preparation classes are offered to all high school juniors at a reduced rates.
- Straight Talk counselors provide counseling services at the elementary level.
- Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be use for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

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

INDIRECT SERVICES (K-12)

- The Departments of K-6 and 7-12 Instruction and K-12 Educational Services coordinate centralized and district resources to assist each school in meeting project requirements and providing quality programs.
- The Department of K-12 Educational Services provides information regarding budget categories, legal expenditures, and compliance.
- The Assessment and Registration Center (ARC) assists principals and individual teachers in providing assessments, translation, personnel, materials, and staff development to meet the needs of English Learners.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, College Information Night, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, academic review, and the organization of supplemental counselors.
- The Department of Evaluation and Research assists schools in evaluating their ongoing programs as well as assisting with appropriate testing and year-end evaluation procedures.
- Gifted and Talented Education assists principals and individual teachers in identifying and providing for the needs of gifted and talented students.
- School sites may be provided a clerk to support the objectives of Title I programs.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

- All English Learners receive an English language development program designed to meet their instructional needs.
- Upon request of the school, a district child welfare and attendance worker makes home calls twice a month or as needed regarding health, attendance, etc.
- The vocal music teacher provides music experiences to students in grades 1-6.
- Instrumental music instruction is offered to students in grades 4-6.
- Students are screened for health problems and referred to appropriate services as necessary. A district health assistant provides health services for 3 ½ hours per day.
- At the elementary level, parent conferences are regularly scheduled to inform parents of student progress and to aid them in assisting their children at home, and at the secondary level conferences are scheduled as needed to inform parents of student progress towards graduation.
- The Speech and Language pathologist screens students referred by the teacher and/or Student Study Team. The pathologist consults with the teacher regarding the speech and language needs of students.
- Following Student Study Team meetings and referral for assessment, a school psychologist coordinates assessment for students and makes appropriate recommendations to an IEP team.
- Students who qualify for special education may receive instruction and/or designated services following the recommendation of an IEP team.
- The Office of Special Education coordinates services of the speech and language pathologists, school psychologists, adapted physical educational teachers, and other appropriate services in identifying and providing services for individuals with exceptional needs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	<input checked="" type="checkbox"/> Economic Impact Aid-State Compensatory Education (EIA-SCE) <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 21809	STATE FUNDED PROGRAMS	<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
	<input checked="" type="checkbox"/> Economic Impact Aid-Limited English Proficient (EIA-LEP) <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$ 65666		<input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input type="checkbox"/> English Language Aquisition Program (ELAP) <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"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) – Grades 6-12 <u>Purpose:</u> Eliminate tobacco use among students.	
		<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.			
		<input checked="" type="checkbox"/> Middle and High School Supplemental Counseling Program <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.			
FEDERALLY FUNDED PROGRAMS	<input type="checkbox"/> 21st Century After School Safety and Enrichment for Teens (ASSETs) <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$		FEDERALLY FUNDED PROGRAMS	<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <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"/> Title I, Part A: Program Improvement (PI) <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.	\$ 65,389			<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC) <u>Purpose:</u> Support learning environments that promote academic achievement.
	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)	\$ 6591	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION D: CAPITAL OUTLAY AND EQUIPMENT**



Type and cells will expand.

State Object Expenditure (4400 or 6400 or 6200 WAN)	Description of item expenditure	Funding Source	Justification in terms of student or program need. State Action Step used to support purchase.	Number of Units	Total Cost
(A)	(B)	(C)	(D)	(E)	(F)
4400	Desktop computers	Title 1	SSP Goal #1 - technology	8	\$8000.00
4400	Laser Printers	Title 1	SSP Goal #1 – technology	2	\$900.00
4400	Laptop computers	Title 1	SSP Goal #1 – technology	6	\$8548.00
4400	Mobile Presentation bundles	Title 1	SSP Goal #1 – technology	3	\$5275.00
4400	LCD projectors	Title 1	SPP Goal #1 – technology	1	\$320.00
4400	Wireless slates	Title 1	SSO Goal #1 – technology	3	\$12400.00

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



Type and cells will expand.

Title of Position (Currently in place)	% FTE	PCN	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
TEACHER RSP	50	72573S8702	ARRA T-I CENT OFF	
PTCT	28.125	72997S8701	EIA-LEP	EIA-LEP, SSP Steps 1-4 Goal #1 (c)
PTCT	28.125	72997S8701	EIA-SCE	EIA-SCE, SSP steps 1-4Goal #1 (c)
SCL WKR BIL SP	43.75	72733S8701	EIA-LEP	EIA-LEP, SSP Step #5, Goal #2
SCL WKR BL V	43.75	72724S8701	EIA-LEP	EIA-LEP, SSP, Step #5, Goal #2
SCH TESTING CLK	21.875	72842S8702	EIA/TITLE I	Title 1, SSP Step #1 Goal #A

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
Computer Resource Asst.	60%	1	Title 1	SSP Goal #1 Technology
	%			
	%			

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

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



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

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 41344
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 4,134
TITLE I BALANCE REMAINING FOR 2010-11	\$ 37,210

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours		
Additional Staff Development Hours*	\$1500.00	Advisement refinement, ELA
Additional Staff Development Substitutes*	\$2541.00	Advisement refinement, ELA
Additional Parent Education*		
Instructional Materials and Supplies	10000.00	Classroom supplies
Other Books		
Non-Capitalized Equipment (Page D-2)	\$18000.00	See page D-2
Other: Parent Communication	\$440.00	Future mailings
Other:	\$4729.00	Any overruns
Other:		

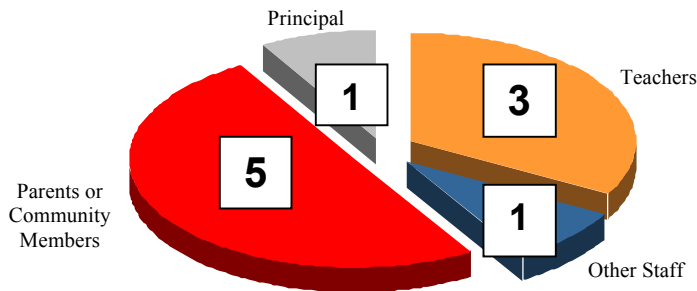
* Check set-aside funds. If additional funds will be needed budget estimated costs.

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

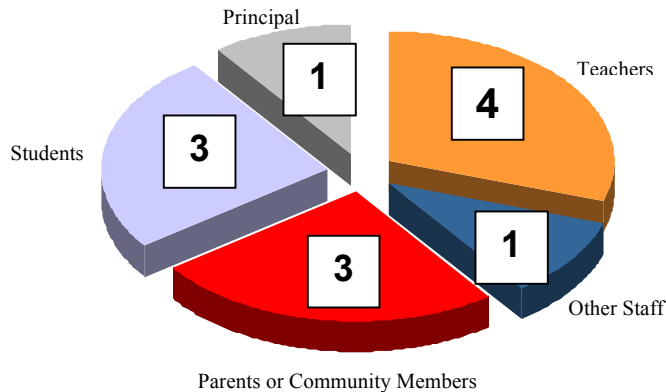
**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
HARE CONTINUATION HIGH SCHOOL
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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
 HARE CONTINUATION HIGH SCHOOL
 SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**



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

MINIMUM ELEMENTARY COMPOSITION*

STAFF MEMBERS (5)	
	Principal
1.	David L. Richey
	Teachers
2.	David Ewoldt
3.	Jeannie Kleker
4.	Suzanne Honrath
	Other Staff
5.	Virginia M. Wantz

=

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Debbie Contreras, Chairperson
2.	Cheriss Bayard
3.	Lisa Varga
4.	Vivian Gutierrez
5.	Dawn Pahl

MINIMUM SECONDARY COMPOSITION*

STAFF MEMBERS (6)	
	Principal
1.	David L. Richey
	Teachers
2.	David Ewoldt
3.	Jeannie Kleker
4.	Suzanne Honrath
5.	Beth Guzman
	Other Staff
6.	Virginia M. Wantz

=

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Debbie Contreras
2.	Cheriss Bayard
3.	Lisa Varga
	Students
4.	Stephany Nguyen
5.	Jadelyn Gasio
6.	Deisy Contreras

*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
HARE CONTINUATION HIGH SCHOOL**

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

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

Composition of English Learner Advisory Committee

COMPOSITION REQUIREMENTS

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

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

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

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

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

c. Procedure for replacing a member:

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 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.	David L. Richey
2.	Jeannie Kleker
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS	
1.	Otilia Roldan
2.	Areli Cuenca
3.	Enrique Zamora
4.	Maximinia Guerrero
5.	Maria Brito
6.	Eva Varga
7.	Enrique Castro
8.	Aurora Palacio
9.	Francisco Moreida
10.	Jorge Garcia
11.	
12.	
13.	
14.	
15.	

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

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of EL serving on ELAC	≥	% of EL students at the school
6	÷	10	=	60%	≥	53%
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 2010-2012
HARE CONTINUATION HIGH SCHOOL
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: (February 17, 2011).

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	David L. Richey		2-17-2011
SSC Chairperson	Debbie Contreras		2-17-2011

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



SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	David Ewoldt		2-17-2011
Teacher	Jeannie Kleker		2-17-2011
Teacher	Beth Guzman		2-17-2011
School Secretary	Virginia M. Wantz		2-17-2011
Community Member	Cheriss Bayard		2-17-2011
Parent	Lisa Varga		2-17-2011
Parent	Vivian Gutierrez		2-17-2011
Parent	Jorge Garcia		2-17-2011
Parent	Francisco Moreida		2-17-2011
Parent			2-17-2011
Student	Deisy Contreras		
Student	Jadelyn Gasio		2-17-2011
Student	Stephany Nguyen		2-17-2011
			2-17-2011



**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 HARE CONTINUATION HIGH SCHOOL
 SECTION F: RECOMMENDATIONS AND ASSURANCES**

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Debbie L. Contreras		2-17-2011
SCHOOL ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Otilia Roldan		2-17-2011
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Virginia M. Wantz		2-17-2011
PRINCIPAL	Typed Name of Principal	Signature	Date
	David L. Richey		2-17-2011