

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



2010-2012 Single Plan for Student Achievement for JORDAN

District Mission

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

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

District Goal

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

SSC Approved: February 24, 2011

Board Approved: March 15, 2011

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

**JORDAN
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 2
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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JORDAN

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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**JORDAN
COMMON PAGES (SECTIONS C THROUGH F)**

SECTION C

Centralized Services and Support

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Narrative (Preliminary and Final)

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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JORDAN
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

2010-2011 Single Plan for Student Achievement (SPSA) Data Analysis for Jordan Intermediate

Data element	Goal/ Ideal	Current Data	Contributory elements	Desired outcomes to meet goals
D/F Rate	All students pass class with a C or better	12.7% of 8 th grade students started the year with less than 2.0 AGPA	Parents/ Guardians are unaware of Student progress	Ensure parents/guardians are aware of Parent Portal and other opportunities to check student progress
			Effective Instructional Strategies	Implement GRR with scaffolding, research-based strategies and differentiation
			Self-Regulatory Strategies	Use engagement/self-regulatory strategies
			Homework/Grading Policy	Implement consistent grading guidelines/policies with an emphasis on mastery of assessments
			Parents/ Guardians are unaware of Student progress	
Goal 1 Achievement	Goal 1 met for all students All students who are eligible meet A-G Requirements Students will utilize self-regulatory skills to build self-efficacy and become productive learners	In ELA, schoolwide 70% of students met Goal 1 (81% for Asian subgroup, 55% for Hispanic, 48% for ELs, and 67% for SED). On the CST, in ELA, school-wide 60.7% of students scored at or above the Annual Measurable Objective(56.8%). Our Asian subgroup scored at 75.6% and SED subgroup scored at 57.9%, but our Hispanic subgroups (41.1%) and our English Learners (32.8%) did not meet the AYP AMOs. From 2009-2010, 55.34% of students scored a 2 on the Fall Writing score with 37% scoring a 3 or more. However, in Special Ed., only 34.72% scored a 2 and 55.56% scored a 1. In Spec. Ed. 62.7% of our students are Hispanic.	Adherence to curricular materials	Use base program, including UA components, with fidelity.
			Effective instructional strategies	Implement GRR with scaffolding and differentiation Provide opportunities to construct meaning between academic vocabulary
			Academic interventions	Identify and plan for proficiency and opportunity gap students.
			Regular assessment & monitoring of student progress	Use of data director Collaboration dept discussions
			Advisement/counseling	Frequent advisement of students
			Placement of students	All students effectively placed in classes to provide support
			Inclusion program is new. Need training to understand the roles of Special Education and General Education teachers in an inclusion classroom Understanding of modifications and accommodations	Teachers to receive training in effective inclusion model Time for inclusion teachers to meet and plan regularly Collaboration time with teachers to collaborate with Special Education teachers to understand accommodations and modifications for all Special Education students and At-Risk students Time for Resource Center and Academy teachers to receive training and collaborate
			Resource Center and Academy are new	
			Adherence to curricular materials	Use base program, including UA components, with fidelity.
			Effective instructional strategies	Implement GRR with scaffolding and differentiation Provide opportunities to construct meaning between academic vocabulary

		<p>In Math, schoolwide 65% of students met Goal 1 (80% for Asian subgroup, 48% Hispanic, 48% for English Learners, and 63% for SED)</p> <p>On the CST, in Math, school-wide 54.8% scored at or above proficient. Although our Asian subgroup met its AMO with a 76.5%, our Hispanic subgroup (29.8%), SED subgroup (52.1%), and our English Learners subgroup (35.2%) did not meet the AYP AMO.</p>	Academic interventions	Identify and plan for proficiency and opportunity gap students.
Goal 2 English Learner Proficiency	Goal 2 met for all English Learners	<p>72% of English Learners met Goal 2 Schoolwide (Asian = 72% and Hispanic = 69%)</p> <p>46.5% of Potential R-FEP students scored less than a 3 on the District Writing Sample</p> <p>28.2% of Potential R-FEP students earned less than 325 on the CST and less than a 3 on the District Writing Sample</p>	Initial matrix placement	Ensure that initial placement is aligned with district matrix with clear justification when not.
			Actual placement	Ensure that changes to placement are aligned with guidelines.
			ELD support & strategies	Provide strategic ELD to ALL English Learners
			Content support & strategies	Provide SDAIE scaffolds for students across content classes. Students will speak and write using appropriate academic language-sentence frames to construct meaning and promote academic language
			Initial matrix placement	Ensure that initial placement is aligned with district matrix with clear justification when not.

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

Data Element	Please # 1a, 1b, 2a, 2b, etc*	Action Steps	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
D/F Rate	1a	Inform parents relative to students' on-going progress utilizing Teleparent, Informal phone calls, Aeries Parent Portal, Grade Reports, the use of the Home-School Compact, the use of the planner, Parent Night Events (i.e. Back-to-School Night, Open House) and parent meetings (i.e. IEPs, parent meetings, SST, etc). This may include reports of upcoming assignments or completion of homework, class assignments, etc.	Teleparent logs Parent Portal Accounts Parent Meeting Agendas & Sign-In sheets At-risk Portfolios/ Retention meetings	Fall 2010-Fall 2011	Principal Asst. Principal Counselor	Title I EIA-LEP EIA-SCE ELAP	
	1b	Parents will be informed of learning opportunities (extended day programs), the focus of the content, and the reason the student is recommended. Provide support and information to parents relative to grade policy. This may occur in parent meetings or Parent Night Events (ELAC, SSC/SAC, AVID, Back-to School Night, Open House)	Teleparent logs AAA logs Intervention logs Parent meeting agendas & sign-In sheets	Fall 2010-Fall 2011	Principal Asst. Principal Counselor Teachers	Title I EIA-LEP EIA-SCE ELAP	
	1c	Students will receive services and opportunities to develop & strengthen effective self-regulatory skills, consistent study habits, cultivate school engagement and positive citizenship, and make connections to learning. Some programs may include but are not limited to "Take a second...make a difference, ABLE (Achieve, Believe, Lead, and Exceed-Honor Roll) AVID (Advancement via Individual Determination), AAA (Advisement for Academic Achievement-Tutoring) , Resource Center, Academy, and	Teleparent logs AAA logs Intervention logs Class rosters Pacing Guidelines Data Analysis	Fall 2010-Fall 2011	Principal Asst. Principal Counselor Teachers	Title I EIA-LEP EIA-SCE ELAP	

		<p>extended day tutoring academies.</p> <p>Self-regulatory skills are promoted in Academy, Resource Center (SPED), and AVID. Self-regulatory skills will be taught and utilized to increase students skills within the classroom and help them reflect upon their achievement. These skills may include Cornell Notes, Time Management, Organization, Active Listening, High and Low Level Mirror Questions.etc.</p> <p>During 2nd semester, a select group of teachers are creating & piloting self-regulatory skills during SSR to prepare for utilization for the upcoming 2010-2011 school year.</p>					
Goal 1 Achievement	2a	<p>Teachers and staff will receive professional development or training time to master skills in an array of instructional strategies. These may include a focus on rigor, differentiation, WICR, inquiry, GRR, Constructing Meaning, Systematic ELD, Thinking Maps, Checking for Understanding, NSF Grant for Math teachers, Systematic ELD, Life Skills Training, and Gateways, and process writing in all content areas.</p> <p>Professional Development may also include Peer Coaching/ Coaching Cycle, mentoring and collaboration among colleagues, Strategy Academy, the Inclusion Model (both Gen. Ed & Sp. Ed), and district support by TOSAs, in-services, and workshops, etc.</p> <p>Teachers will be trained in & use a variety of support materials in order to further differentiate instruction and faithfully implement universal access to base program texts, ancillary materials, and the standards in all content areas.</p>	<p>Observations</p> <p>Workshops/ In-service Sign-In sheets</p> <p>Peer Coaching</p> <p>Substitute requests</p>	Fall 2010-Spring 2011 Fall 2010-Fall 2011	Principal Asst. Principal	Title I EIA-LEP EIA-SCE ELAP	
		Student Recognition will be observed based upon Grades, CST scores, Benchmarks, and	Observations	Fall 2010-Fall 2011	Principal	Title I	

Goal 1 Achievement	2b	by teacher observation on individual improvement. Students and parents will be encouraged to attend various forms of recognition (Awards Night, School Performances, AVID nights, etc). Students may also be recognized by ABLE (Achieve, Believe, Lead, and Exceed-Honor Roll), Weekly "Making a Difference" drawing, club and activity participation, and teacher observations.	Club Rosters Grade Reports Data Analysis		Asst. Principal Counselor Teachers	EIA-LEP EIA-SCE ELAP	
	2c	Teachers and staff will develop and/or implement motivational strategies to encourage students to further develop self-regulatory learning. (Words of Wisdom, Self-regulatory skills activities, note-taking, etc). In Resource Center (SPED) and Academy, "Possible Selves" will be incorporated to nurture student motivation.	Department meeting minutes Observations Staff Meeting Daily Announcements	Fall 2010-Fall 2011	Principal Asst. Principal Counselor Teachers	Title I EIA-LEP EIA-SCE ELAP	
	2d	Teachers and staff will have access to multi-media/ technology and a variety of other support materials including, but not limited to ELMO projectors, computers and laptops, STAR, AR, on-line tutorials, and practice software to help students meet grade level proficiency in all content areas, in extended day activities, and to present information at Parent Meetings (i.e. Back-to-School Night, SSC, Open House, etc.).	Library Usage logs Student Lists Academy Lists STAR Testing reports/ AR Records Parent Meeting Minutes	Fall 2010-Fall 2011	Principal Asst. Principal	Title I EIA-LEP EIA-SCE ELAP	
	2e	Benchmark Data, CST/ CMA scores, grades, completion of work towards Mastery, and individual assignments will be utilized to make determinations on student placement. Jordan Intermediate will provide students in the intensive/ strategic performance band(s) on the ELA CST additional instructional support. This may include an additional period of English Language Arts and/or	Student Lists Class Rosters Data Analysis Meeting Notes	Fall 2010-Fall 2011	Principal Asst. Principal Counselor Teachers	Title I EIA-LEP EIA-SCE ELAP	

		extended day tutoring in our Academies. For students requiring more intensive support, enrollment in the GATEWAYS program for a two-period block will take place.					
	2f	All students will receive instruction in written conventions and writing applications and strategies that include differentiation based on their CST and CELDT scores. Benchmark scores and teachers' formative/ summative assessments may also be used.	Writing samples District Writing Scores Data Analysis	Fall 2010-Fall 2011	Principal Teachers	Title I EIA-LEP EIA-SCE ELAP	
Goal 1 Achievement & Goal 2 English Language Proficiency	2g/3a	Support staff will be made available to support students in the classroom and maintain communication between school and parents/guardians. * Instructional aides may be available to assist students in the classrooms. This may include At-risk students, English Learners, or students requiring intensive support as well. * A Title I Clerk assists in organization of extended day learning opportunities, maintains records of categorical purchases, and coordinates personnel and purchases to support student learning. * A testing clerk is provided to coordinate CELDT testing, to maintain records, and to disseminate CELDT data. * Tutors will be available in specific support classes (AVID, Academy, Resource Center) * A community liaison(s) will be available during the school day and at parent meetings to augment effective communication between staff and parents.	Sign-In logs Duty/ Time logs Teacher assignment records Classroom assignment records	Fall 2010-Fall 2011	Principal Asst. Principal Teachers	Title I EIA-LEP EIA-SCE ELAP	
		Parents will be encouraged to attend parent meetings, participate in parent education (40 Developmental Assets & the Ten	Parent Class Rosters Meeting Agendas	Fall 2010-Fall 2011	Principal Asst. Principal	Title I EIA-LEP	

	2h/3b	<p>Commandments of Education) and encouraged to attend English Language Advisory Committee (ELAC) meetings and the District English Language Advisory Committee (DELAC) to learn more about student expectations and how to support their children. Parent Education opportunities will be taught in Vietnamese, Spanish, and English. The school will provide written translation, interpretation, childcare, and/or transportation services as needed, to address barriers to parent participation.</p> <p>Other events may include Back-to-School Night, SSC/SAC, Open House, AVID meetings, & AVID College Night, College Night, Reclassification Meeting, Student Recognition Programs/ Awards Night, etc.</p> <p>Parents will be trained and encouraged to utilize Aeries Parent Portal to check their children's academic progress. Parents will be trained on possible forms of homework, study skills support, and home/school communication to support the needs of all learners.</p> <p>Ten Commandments and College Nights will be utilized to educate parents about A-G requirements in high school.</p>	<p>and sign-in sheets</p> <p>Parent Portal Accounts</p>		Counselor	EIA-SCE ELAP	
	2i/3c	<p>Teachers and staff will review and apply knowledge (data) from CELDT scores (reclassification process), summative/formative curriculum based assessments, CST, benchmark assessments, and writing assessments to determine appropriate in-class support and instructional needs/ interventions. This information will be accessed through Data Director and Aeries.</p> <p>Teachers will have access to the learning goals, modifications, and accommodations for all students within IEPs, 504 plans, and SSTs.</p>	<p>Staff Development logs</p> <p>Department meeting minutes</p> <p>Workshops</p> <p>Agendas</p> <p>Data Analysis</p> <p>IEP, 504 plans, SST</p>	Fall 2010-Fall 2011	Principal Asst. Principal Counselor Case Managers Teachers	Title I EIA-LEP EIA-SCE ELAP	

	2j/3d	<p>Teachers will utilize a scaffolded instructional delivery method (ie. Gradual Release of Responsibility) with embedded research-based instructional strategies. Students will be able to work in groups and/or independently to complete tasks, assignments, and projects that demonstrate their achievement and mastery of grade level standards and objectives. (ie. NSF Grant for Math, district in-services, etc)</p> <p>Lessons will be student-centered, with frequent checks for understanding to monitor student progress. Teachers will use research-based strategies (i.e. Constructing Meaning, SDAIE &/or Systematic ELD) to meet the needs of EL students in all content areas and to assist in scaffolding lessons.</p> <p>Extended day/year opportunities may be available to further support all students in academic progress.</p>	<p>Observations</p> <p>Workshops/ In-services sign-in sheets</p>	Fall 2010-Fall 2011	<p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p>	<p>Title I</p> <p>EIA-LEP</p> <p>EIA-SCE</p> <p>ELAP</p>	
Goal 2 English Learner Proficiency	3e	<p>Students will be placed in specific ELA courses depending upon skills and needs of students (ELD, ER and E) to support English Acquisition, English academic and oral proficiency for reclassification. Additional support may also take place in extended day opportunities.</p>	<p>Data Analysis</p> <p>Class Rosters</p> <p>Student Lists</p>	Fall 2010-Fall 2011	<p>Principal</p> <p>Asst. Principal</p> <p>Counselor</p>	<p>Title I</p> <p>EIA-LEP</p> <p>EIA-SCE</p> <p>ELAP</p>	
	3f	<p>Teachers will implement SDAIE scaffolding strategies (may include Systematic ELD, CM, Thinking Maps, etc) to organize information, to construct meaning and help students understand, process, and apply new information in all content areas. Teachers will utilize the use of language functions within content areas to support academic language</p>	<p>Observations</p> <p>Workshops/ In-services sign-in sheets</p>	Fall 2010-Fall 2011	<p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p>	<p>Title I</p> <p>EIA-LEP</p> <p>EIA-SCE</p> <p>ELAP</p>	

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Special Education and Student Services
Department of K-12 Educational Services

Safe Schools Plan
2010-2012

Vision

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

Mission

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

FOCUS:
Drug & Alcohol Prevention

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Special Education and Student Services
Department of K-12 Educational Services

**Safe Schools Plan
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)

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/ Spring 2011	Administrators, teachers, counselors	Agenda/ Minutes
2	California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings.	Fall 2010	Administrators, teachers, counselors	Assessment results
3	Implement board approved substance abuse prevention programs. <i>(K-5: Positive Action; 6-8: Life Skills; 9: Project Toward No Drug Abuse)</i>	Fall 2010/ Spring 2011	Administrators, counselors (where applicable)	Principal observation, Lessons
4	Ensure that students who need a drug or tobacco intervention program are appropriately referred.	September – June 2011	All school staff	Referrals
5	High school and intermediate schools will identify (a) representative(s) to serve as a liaison to the district in the implementation of programs, services, and activities related to the Tobacco-Use Prevention Education (TUPE) grant. At the sixth grade level, elementary schools will participate in district-wide TUPE activities. The school will participate in the TUPE tobacco-free campaign.	Fall 2010	Administrators, Site TUPE liaison, and district TUPE project coordinator	Sign in sheet, extra duty time sheets, promotional materials
6	The school will implement the district-wide referral protocol for students found in violation of the tobacco-free policy (or other drugs). Students will be referred to receive support services provided by community partners. Intervention and cessation courses will be available for secondary students.	Fall 2010/ Spring 2011	Administrators, Site TUPE liaison, and district TUPE project coordinator	Referral paperwork, completion records, promotional materials
7	The school will participate in appropriate youth development components of the TUPE grant that foster activities to promote life skills strategies to support students in responding to peer pressure and making positive decisions when it comes to tobacco use.	Spring 2011	Administrators, Site TUPE liaison, and district TUPE project coordinator	Promotional materials, student incentives, student products and activities

To be included in the Single Plan for Student Achievement: Section B

FOCUS:
School-Wide Interventions

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Special Education and Student Services
Department of K-12 Educational Services

**Safe Schools Plan
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Education Code
Section 35294.2[a][2]
“Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.”

Component 1: People and Programs (School Climate)

Objective: *Jordan 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.	Summer/ Fall 2010- Spring 2011 & Fall 2011	Administrators, teachers, counselors	Staff meeting agenda
2 Students will be assessed for needs (ex. CST Results, Quarterly Benchmarks, work completion data, and teacher recommendation, etc.)	Fall 2010/ Spring 2011	Administrators, teachers, counselors (where applicable)	Assessment results
3 Students who are deficient in assets and have a history of low academic performance will be identified and targeted for intervention. Students may be referred to a TARGET Academy based on decline in CST scores and/or share a common area of need on Quarterly Benchmark standards. Students demonstrating a deficiency in work completion will be assigned Academic Advisement for Achievement extended day program	Fall 2010/ Spring 2011 & Fall 2011	Administrators, teachers, counselors	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 specific students.	Fall 2010/ Spring 2011 & Fall 2011	All school staff	Students are identified for targeted interventions or other referrals for support
5 Parent will be informed of the intervention programs available and parent education programs will incorporate asset development activities for students and families (ex. 10 Education Commandments, 40 Developmental Assets).	Fall 2010/ Spring 2011	District and site staff	Parent program agenda

FOCUS:
Emergency Radio
Communication System Practice

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Special Education and Student Services
Department of K-12 Educational Services

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Education Code
Section 35294.2[a][2]
“Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.”

Component 2: Places (Physical Environment)

Objective: *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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 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

FOCUS:
Rapid Responder Software
Program

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Special Education and Student Services
Department of K-12 Educational Services

**Safe Schools Plan
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 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

School Parental Involvement Policy

2010-2011

All Schools

Part I: General Expectations

Jordan Intermediate agrees to implement the following statutory requirements:

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

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

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

Part II: Required School Parental Involvement Policy Components

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

Action:	Description:
Recruitment of Parents	
Teacher/staff recommendations:	Collect recommendations for parents from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.
Invite actively involved parents:	Invite a demographically diverse group of parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)
Promotion:	Promote opportunities for parent involvement and the development of the School Parental Involvement Policy and SPSA in a variety of ways (e.g., school newsletters, school website, flyers, etc.) Provide all information in the school’s major home languages.
Joint Development and Joint Agreement	
*Language:	Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.
Group Meetings:	Encourage all parents to work collaboratively in the process of developing and/or reviewing School Parental Involvement Policy and SPSA to build a strong parent involvement group. Translation and interpretation will be provided as necessary.
Organized, Ongoing, and Timely Action	
*Parent committee:	Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review and evaluate the current School Parental Involvement Policy and SPSA. Any interested parents are invited to participate on this committee.
Scheduling meetings:	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy
Procedures for Submitting Parent Comments to the District	
*Parent Comments:	Inform parents about procedures for submitting input to the district regarding the School Plan for Student Achievement (SPSA). Parent input may be provided in written form or verbally, and will be sent to K-12 Educational Services. A copy of the comments will be kept in the school office. School community liaisons will assist in communicating with parents. K-12 Educational Services will coordinate a meeting between the parent(s) and school principals to discuss concerns

2. Jordan Intermediate will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

Action:	Description:
Frequency	
Schedule meetings:	Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA (e.g., biannually, quarterly, etc.).
Periodic Updates of the School Parent Involvement Policy	
*Ongoing planning, review, and improvement:	Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the Program Parent Meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.
School Website	Maintain an updated School Parental Involvement Policy and additional resources for parents on the school website.

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

Action:	Description:
Distribution of Policy and Program Information to Parents	
*Annual meeting and Timely information:	Provides parents with timely information about the school's participation and the requirements of programs such as, Title I, School Library Improvement (SLI), Economic Impact Aid (EIA), English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school will organize an annual Program Parent Meeting at the beginning of the school year. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year.
Parent e-mail addresses:	Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.
Tele--parent:	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-Parent Compact as part of the school registration packet and require a parent & student signature to ensure the document is received and returned.
At school-wide meetings:	Distribute the School Parental Involvement Policy and School-Parent Compact at major school-wide events (e.g., Back-to-School Night, high school freshman orientation, parent-teacher conferences, etc.).
Distribution of School Parental Involvement Policy to Local Community	
*District website:	Post information and copies of the School Parental Involvement Policy on the district website.
School office:	Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office (e.g., display case, front desk, parent resource center, etc.).

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

Action:	Description:
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Opportunities for Regular Meetings and Responding to Suggestions	
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Opportunity to provide input:	Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).
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SSC public input:	Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.
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Responding:	Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).
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Assessing Parent Needs	
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*Flexible number of Meetings and Schedule:	Based on a parent needs assessment, and with the assistance of the district, the principal will plan the schedule and topics for meetings. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings. Use a parent needs assessment or parent survey to determine the optimal scheduling of meetings
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*District Parent Survey:	Administer the annual district School Parent Survey. Determine the need for regular meetings to evaluate school practices based on the results.
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*Invitation:	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the scheduled parent involvement meetings.
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*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.
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Funding of Parental Involvement Expenses	
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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. Jordan Intermediate will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. Jordan Intermediate will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

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.).
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.

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

Action:	Description:
Scheduling	
*Schedule and Topics:	Schedule parent meetings or school events to review topics, including school curriculum, assessment data (e.g., attendance, truancy, suspension, etc.), proficiency levels, and standards. The topics and the schedule of meetings will be determined using results from a parent needs assessment or parent survey.
Activities/ Information Provided to Parents	
*Explanation of curriculum, assessments, and proficiency levels:	Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the parent meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.
*Curriculum and programs:	Provide descriptions of curriculum and information regarding student coursework These may include topics such as Parent Handbook (K-6), Course of Study (7-12), A-G requirements, program information (e.g., AVID, special education), school or teacher website, topic specific trainings, 10 Education Commandments, Family Nights, etc.

At conferences:	Explain and review curriculum, assessments, and proficiency levels during conferences and/or meetings with school personnel (e.g., fall and spring parent-teacher conferences, conferences as requested by teacher or parent, other school organized events, etc.). Conferences by request will occur in a timely manner.
During meetings/trainings:	Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, Family Literacy, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).
Recommendations for supporting learning at home:	Provide parents with information and recommendations about how they can support their child(ren)'s learning at home (e.g., appropriate reading books, practice books for math skills, etc.).
Achievement data:	Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents.
Progress monitoring and communication:	Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, Teleparent, etc.).
District Goals #1 and #2:	Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.

Part III: Shared Responsibilities for High Student Academic Achievement

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

School-Based Event	Description	Outcomes
Club & Activity Night & Title I Parent Meeting held before Back-to-School Night and/or Open House	The night begins with a "Club Rush" in which parents can learn more about school activities that students and parents can become a participant in. Title I Parent Meeting will take place before each Back-to-School Night and/or Open House. During Back-to-school Night and/or Open House parents will learn about each of four content areas, ELA, math, science, and social science for their child.. Events will work to strengthen partnerships between families and school. Information regarding standards, curriculum, and assessments for each of the content areas will be shared. Interpreters available.	Parents attend evening events and learn skills to support their children at home.

SES Free Tutoring Informational Meeting for Parents	<p>Parents are presented in their home language (English, Vietnamese, and Spanish) about students who are eligible for Free Tutoring as followed by criteria: 1) student attends Program Improvement School 2) Eligible for Free and Reduced lunch program.</p> <p>Jordan Intermediate also provides current school data and most recent testing data results.</p>	Parents learn about agencies available for free tutoring, how to fill out application, and where to meet with representatives from each tutoring agency.
10 Educational Commandments	Parents are presented with information organized into 10 modules intended to assist parents in supporting their children's education. Parents are encouraged to become actively involved in the education of their children. Childcare provided. Classes also available in Spanish and Vietnamese.	Parents attend classes and become actively involved in school.
40 Developmental Assets	Parents are presented with information about the building blocks: 40 behaviors, attitudes, and values that have been associated in the research with student success. Childcare provided. Classes also available in Spanish and Vietnamese.	Parents attend classes and become more actively aware of assets to promote positive behaviors and attitudes to help protect young students.
AVID Parent Night	Parents and students are invited to night event. In the parent conference, students share a portfolio of grade-checks. Students discuss with the parent their academic progress in classes. Together, parent(s) and student create a plan to maintain or increase academic progress in classes. This plan is shared with AVID teacher.	Parents and students attend conferences to communicate with teachers regarding their children's progress reports/grades and plans to support student in academic endeavors.
School Site Council (SSC)	The process for the formation of the SSC and its responsibilities are described in the SSC Handbook and is part of the SPSA. Public is invited to provide input.	Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.
English Learner Advisory Committee (ELAC)	The process for the formation of the ELAC and its responsibilities are described in the ELAC Handbook and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.

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

District Event	Description	Outcomes
College Information Nights	Parents will hear district counselors/ teachers/ staff members present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available.	Parents attend to gather information that will help prepare their children for college.
Community Outreach Meetings (Power of Parents meetings)	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.
Family Literacy/ REACH for Success – offer available sites to parents	Parents will be provided information about the 10 sites in the district offering classes. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Childcare also available for children ages 3 and up-providing educational enrichment activities	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.
Community Fair	Local community resources and organizations will be available to answer questions and distribute information for families.	Parents attending the event will gather resources.
District English Learners Advisory Committee (DELAC)	Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	The school’s ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting

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

Action:

Description:

Educating School Personnel in How to Work with Parents as Partners

***Educating school personnel:**

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

Training Facilitators for Parent Education

Training new parent education facilitators: (40 Developmental Assets)

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.).

Supporting Student Achievement through Coordination of District Programs

Coordination:	<p>Inform parents of school and district-wide programs, trainings, and events that support student achievement. These may include:</p> <ul style="list-style-type: none"> • Student Designation meetings (based on proficiency levels) • Open House and Back to School Night / Fundraising Dinner • Parent-teacher conferences • Orientation meetings and Transition meetings • Community Outreach Meetings • College Information Nights and College Fair • Boys and Girls Clubs of Garden Grove programs; Family Literacy/ REACH for Success • Parent internet resources • Parent resource centers • Formal parent committees (e.g., ELAC, SSC, DELAC) • 10 Education Commandments; Project Inspire & 40 Developmental Assets • Referrals to community agencies and services
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).

10. Jordan Intermediate will incorporate the school-parent compact as a component of its School Parent Involvement Policy.	
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.
Informing Parents about the School-Parent Compact	
*Collecting signatures:	Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are optional {or are required, based on school-site decision} on the School-Parent Compact.
Personal phone calls:	Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.

Teleparent:	Use 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:	Provide a copy of the signed School-Parent Compact to every family.
Timing:	Distribute the School-Parent Compact. Consider optimal timing: possibly along with the school newsletters, in the student take-home folder, and/or as part of the school registration packet, etc.
School-wide events:	Distribute the School-Parent Compact at a major school-wide event (e.g., Back-to-School Night, seventh grade orientation, high school freshman orientation, etc.).
Separate meeting:	Packets will be provided at the December SSC and January ELAC meeting of the 2010-2011 school year.

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

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

Part V: Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by: **On November 3, 2010, the Parent Policy Leadership Team and SSC met. At this meeting main ideas and purposes of the SPIP were introduced. During the ELAC meeting on November 3, 2010, parents also provided information on how parent meetings and ELAC meetings should be carried out at the school site. On December 14, 2010, the Team agreed to the Policy priorities for the 2010-2011 school year. It was determined the schedule of quarterly review meetings would be established at this meeting. The Policy would be made available to parents via the Jordan Website and hardcopies would be available in the school office on an ongoing basis. At Open House on April 28th, the SPIP will also be discussed with everyone in attendance.**

This policy was adopted by Jordan on December 14, 2010, and will be in effect for the period of 2010-2011 school year. Jordan’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 _____

SSC Approval Date _____

ELAC Approval Date _____

Board Approval Date _____

School-Parent Compact

Jordan Intermediate

2010-2011 School Year

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.

Donald S. Jordan 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:

Communication

- Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Explain my approach to teaching, expectations, and grading system to students and their families.
- Explain expectations, instructional goals, and grading systems to students and parents.
- Return calls and email contacts in a timely manner.
- Participate in parent, teacher and/or counselor meeting.

Extra Support

- Provide assistance to families on what they can do to support their child's learning.
- Encourage all students to attend before and/or after school tutoring when available and/or see their teachers for extra help.

Instruction

- Continually work on my teaching strategies so that I can successfully teach all children.
- Make sure students understand the assignment, what they'll learn from it, and grade it in a timely manner."
- Provide high-quality curriculum and instruction.

Decision-Making

- 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.

High School and College Preparation

- Reinforce students' knowledge of and enrollment in courses that meet the A-G requirements for college admission.

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:

School Readiness

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Make sure the homework is completed.
- Provide a quiet time and place for homework.
- Encourage my child to attend before or after school tutoring when available and/or see his/her teachers for extra help.

Leisure Time and Structure

- Monitor the amount and selection of television programs my child watches.

Service and Support

- 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.

Communication

- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the district, either received by my child or by mail, and responding, as appropriate.
- Communicate with the teacher or the school when I have a concern.
- Regularly monitor my child's progress in school.
- Participate in parent, teacher, and/or counselor meetings.
- Contact the attendance office to report absences and check on attendance.

Long Term Support

- Communicate the importance of education and learning to my child.
- Discuss and emphasize post-secondary options such as the college experience.
- Learn about the A-G requirements for college admission.

Partnership

- Participate, as appropriate, in decisions relating to my child's education.
- Support the school's discipline and dress code.
- Make every effort to attend school events, such as parent-teacher conferences, AVID parent meetings, Open House, and Back-To-School Night.

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:

Extended Learning Opportunities

- Do my homework every day and ask for help when I need assistance.
- Read at least 30 minutes every day outside of school time.
- Attend before and/or after school tutoring when available and/or see my teachers for extra help.
- Work on my academic skills at home, using the materials my teacher sends home.

Communication

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Let my teacher and family know if I need help.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Organization

- Write down assignments, do my homework every day, and turn it in when it's due.
- Bring necessary materials, completed assignments, and homework.
- Come to class on time, ready to learn, and with assignments completed.

School Environment

- Know and follow school and classroom rules.
- Follow the school's dress code.

Leisure Activities

- Limit my TV watching, and computer/internet time, instead, study or read every day after school.

Long Term Planning and Goal Setting

- Learn about and enroll in courses that meet the A-G requirements for college admission.

School

Parent

Date

Student

Date

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

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
\$ 3259	<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
JORDAN
SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 2191	<p>Assessment and Registration Center (ARC)</p> <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.
\$ 2724	<p>Student Services and Child Welfare and Attendance</p> <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
\$ 4646	<p>Centralized Services</p> <p>Centralized services include the coordination and monitoring the state funded Economic Impact Aid funds. The central office provides for articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> 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.
\$ 14481	<p>Assessment and Registration Center (ARC)</p> <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
\$ 225	<p>Evaluation and Research</p> <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	<p>School sites may be provided a clerk to support the objectives of supplemental programs.</p>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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SECTION C: FUNDING FOR CENTRALIZED SERVICES

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title III <small>Title I ARRA</small>	\$ 16943 \$ 20938 \$ 9017	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	\$ 2295 \$ 2104	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	\$ 6782	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
<small>Title I ARRA</small>	\$ 115713	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	\$ 20516 \$ 1390	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	\$ 1262	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	\$ 16126	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
JORDAN**

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
JORDAN
SECTION C: OVERVIEW OF CATEGORICAL SERVICES**

INDIRECT SERVICES (K-12)

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

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

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.	\$ 131640	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.	\$ 76610		<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 checked="" 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.	\$ 27773		<input checked="" type="checkbox"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.
	<input checked="" 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.	\$ 126900		<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) – Grades 6-12 <u>Purpose:</u> Eliminate tobacco use among students.
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"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.
	<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"/> 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.
	<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 II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<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.	\$ 140186		<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 checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)	\$ 12143		<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 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)		

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



Type and cells will expand.

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (C)	Justification in terms of student or program need. State Action Step used to support purchase. (D)	Number of Units (E)	Total Cost (F)
4400	Laptop computers	2067	2d page 5	5	10,500.00
4400	Elmos/carts bundles	2067	2d page 5	5	8000.00
4400	Office copier	2067	2d page 5	1	1500.00
4400	Study Island Software	2067	2d, 2j/3d page 5 & 8	1	600.00
4400	Teacher Web software	2067	1a page 3	1	1000.00
4400	Renaissance Learning	2067	2e & 2i/3c page 5-6, 7	1	2400.00
4400	Planners	2067	1c page 3	1 order (indiv. Components of 700-800)	4500.00
4400	Printers	2067	2d page 5	10	1000.00

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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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	50	7206216701	ARRA T-I CENT OFF	3e
TEACHER	17	7206216705	ARRA T-I CENT OFF	3e
TEACHER	17	7206216713	ARRA T-I CENT OFF	1c
TEACHER	17	7206216725	ARRA T-I CENT OFF	2e
IA-B LEP BIL VT	18.75	7271616701	EIA-LEP	2g/3a
IA-B LEP/ESL	18.75	7271816701	EIA-LEP	2g/3a
IA-B TITLE 1	18.75	7260316701	TITLE I	2g/3a
SCL WKR BIL SP	43.75	7273316701	EIA-LEP	2g/3a
SCL WKR BL V	43.75	7272416701	EIA-LEP	2g/3a
SCH TESTING CLK	21.875	7284216701	EIA/TITLE I	2g/3a
SCH OFF CLK I	37.5	7262416702	T-I CENT OFF	2g/3a
TUTORS-AVID	N/A	7298616701	TITLE I: SITE/DISTRICT	2g/3a

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
2 Additional Tutors-AVID/ RS Ctr/Academy	% N/A	2	Title I	2g/3a
	%			
	%			

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

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 37899
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 3790
TITLE I BALANCE REMAINING FOR 2010-11	\$ 34109

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours	15,000.00	2 ND SEMESTER 2010-2011
Additional Staff Development Hours*		
Additional Staff Development Substitutes*		
Additional Parent Education*	2000.00	2 nd semester 2010-2011
Instructional Materials and Supplies	5000.00	2 nd semester 2010-2011
Other Books		
Non-Capitalized Equipment (Page D-2)	500.00	2 nd semester 2010-2011
Other:		
Other: Intervention Hours	15,000.00	1 st semester 2011-2012
Other: postage	750.00	

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

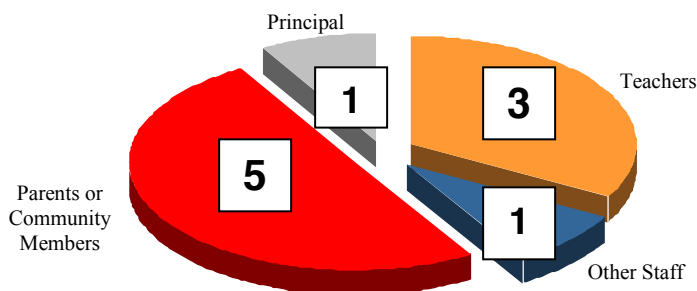
Rates for Budgeting	
Substitutes	\$121/day
Teacher Hourly	\$53/hr
Classified Hourly	\$28/hr

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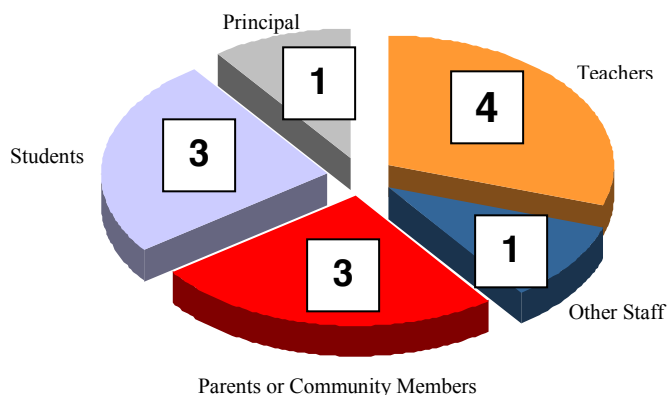
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



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

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

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

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

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM ELEMENTARY COMPOSITION*

STAFF MEMBERS (5)	
	Principal
1.	
	Teachers
2.	
3.	
4.	
	Other Staff
5.	

=

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

MINIMUM SECONDARY COMPOSITION*

STAFF MEMBERS (6)	
	Principal
1.	Christina Pflughoft
	Teachers
2.	Bryan Wislocki
3.	Caitlin Donnelly
4.	Meghan Clark-Dickson
5.	Peter Parcell- Title I
	Other Staff
6.	Graciela Abrego

=

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Agnes Tauaika
2.	Esna Strahan
3.	Martha Ambrosi
	Students
4.	Mimi Nguyen
5.	Tuyen Cao
6.	Tanya Truong

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

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

<p><i>Composition of English Learner Advisory Committee</i></p> <p>COMPOSITION REQUIREMENTS</p> <p><i>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</i></p>	<p>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</p> <p>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:</p> <ol style="list-style-type: none">1. <u>Ballot By Mail:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots.2. <u>Voice Vote:</u> In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school.3. <u>Back To School Night Election:</u> In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots. <p>b. Members' terms of office: Members will serve one- or two-year terms.</p> <p>c. Procedure for replacing a member: The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none">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.
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
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SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

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

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Martha Ambrosi
2.	Esna Strahan
3.	Ying Fen Taing
4.	Ryann Van
5.	Maria Velasco
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS	
1.	Jacqueline Arroyo
2.	Tina Anderson
3.	Hellen Ngo
4.	Lien Nguyen
5.	Oanh Nguyen
6.	Tai Nguyen
7.	Trinh Nguyen
8.	Trong Nguyen
9.	Truc Nguyen
10.	Tuan Pham
11.	Elvira Serrato
12.	Carlos Torres
13.	Dang Bao Trinh
14.	Thanh Truong
15.	Enrique Trujillo
16.	Cristina Zavala

There is no guidance the 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
16	÷	21	=	76%	≥	39%
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
JORDAN
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: Reapproved on 2/24/2011

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Christina Pflughoft		
SSC Chairperson	Megan Clark-Dickson		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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JORDAN**



SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Title I Teachers	Pete Parcell		
Teacher- Sped Dept. Chr	Bryan Wislock		
Teacher	Caitlin Donnelly		
Sp. Comm. Liaison	Graciela Abrego		
Parent	Agnes Tauaika		
Parent	Esna Strahan		
Parent	Martha Ambrosi		
Student	Tuyen Cao		
Student	Mimi Nguyen		
Student	Truong Truong		



**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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SECTION F: RECOMMENDATIONS AND ASSURANCES

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Megan Clark-Dickson		
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
	Esna Strahan		
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Graciela Abrego		
PRINCIPAL	Typed Name of Principal	Signature	Date
	Christina Pflughoft		