

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



2010-2012 Single Plan for Student Achievement for LA QUINTA

District Mission

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

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

District Goal

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

SSC Approved: February 23, 2011

Board Approved: March 15, 2011

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LA QUINTA
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 0
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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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LA QUINTA**

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
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LA QUINTA
COMMON PAGES (SECTIONS C THROUGH F)**

SECTION C

Centralized Services and Support

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Narrative (Preliminary and Final)

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

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

La Quinta High School
Single Plan for Student Achievement
2010 - 2011

District Goal 1: Students in our district will steadily progress toward meeting grade-level standards in core academic subjects as measured by proficiency on the CST. (Far Below Basic to Below Basic, Below Basic to Lower Basic, Lower Basic to Upper Basic, Upper Basic to Proficient, Proficient to Advanced)

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|------------------|-----|--|--|-----------|--|---|---|
| I. District Goal | | | | | | | |
| | 1a. | Access Data Director/Aeries and analyze data such as CST, CAHSEE, benchmarks, and CELDT scores to monitor student progress, identify gaps, and modify instruction. | Collaboration agendas, individual teacher's lesson plans, Data Director and Aeries reports | Quarterly | Teachers, administrators, counselors | District | |
| | 1b. | Implement district pacing guides, EL addendums, base program materials, supplemental materials, AP course syllabi and strategies for differentiation. | Lesson plans, benchmark results, collaboration minutes, classroom observations | Daily | Teachers, administrators, District TOSA | Title I, EIA-SCE, EIA-LEP, ARRA, District | \$5,000.00 |
| | 1c. | Collaborate within and among departments to implement research-based instructional strategies and scaffold lessons. | Collaboration agendas and minutes, lesson plans | Monthly | Teachers, District TOSA | District | |
| | 1d. | Provide professional development opportunities for teachers. | Records of attendance, Super Week, district staff development calendar, 7-12 instruction sign-in sheets, SSC minutes | Monthly | Administrators, teachers, 7-12 Instruction | Title I, Math NSF Grant, EIA-SCE, EIA-LEP, ARRA, District | \$13,800.00 (between district goal 1 & 2) |

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|--------------|-----|---|---|----------|---|---|----------------|
| | 1e. | Use information technology to retrieve, process, and communicate information as a tool to enhance learning. | SSC minutes, Technology Committee minutes, lesson plans, computer lab sign-up sheets, surveys | Daily | Classified and certificated staff | Title I, EIA-SCE, EIA-LEP, ARRA | \$15,000.00 |
| | 1f. | Implement inclusion in English and mathall core classes. classes | Master schedule of classes &and conference periods, lesson plans, professional development attendance | Annually | Administrators, counselors, co-teaching teams | Title I, EIA-SCE, EIA-LEP, ARRA Professional development funding | |

(This incorporates key areas for follow up 3: Implementation of research-based reading and writing instruction across the curriculum, especially programs targeting underperforming students)

District Goal 2: English learners in our district will steadily progress toward developing English language proficiency as measured by the CELDT. (Beginning to Early Intermediate, Early Intermediate to Intermediate, Intermediate to Early Advanced, Early Advanced to Advanced)

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|-------------------|-----|---|--|-----------|--|---------------------------------|---|
| II. District Goal | | | | | | | |
| | 2a. | Access Data Director/Aeries and analyze data such as CST, CAHSEE, benchmarks, and CELDT scores to monitor progress, identify gaps, and modify instruction to progress towards reclassification. | Collaboration agendas, Data Director reports | Quarterly | Teachers, administrators, counselors | District | |
| | 2b. | Implement district pacing guides, base program materials, supplemental materials and research based EL strategies for differentiation. | Lesson plans, observations, peer coaches | Daily | Teachers, administrators | Title I, EIA-SCE, EIA-LEP, ARRA | \$5,000.00 |
| | 2c. | Collaborate within and among departments to implement research-based instructional strategies and scaffold lessons. | Collaboration, district training, conferences, workshops, attendance records | Monthly | Teachers, administrators, District TOSA | Title I, EIA-SCE, EIA-LEP, ARRA | |
| | 2d. | Provide professional development opportunities for teachers. | Records of attendance, Super Week, district staff development calendar, 7-12 instruction sign in sheets, SSC minutes | Monthly | Administrators, Teachers, 7-12 Instruction | Title I, EIA-SCE, EIA-LEP, ARRA | \$13,800.00 (between district goal 1 & 2) |

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|--------------|-----|---|--|----------|--------------------------|---------------------------------|----------------|
| | 2e. | Use information technology to retrieve, process, and communicate information as a tool to enhance learning. | District and school website, email, Teleparent | Daily | | Title I, EIA-SCE, EIA-LEP, ARRA | \$2,000.00 |

(This incorporates key areas for follow up 2: Alignment of EL curriculum with a research-based program and instructional support that will provide cohesive program of instruction leading students to FEP status and 3: Implementation of research-based reading and writing instruction across the curriculum, especially programs targeting underperforming students.)

Goal 3: La Quinta will continue to provide additional programs and opportunities for increased parent and community involvement.

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|---------------------------|-----|--|---|-------------------|--|---------------------------------|----------------|
| III. Parental Involvement | | | | | | | |
| | 3a. | Communicate with parents through the use of Teleparent, La Quinta and district website, translation services, newsletters, Parent Power School, Aeries Parent Portal and email. | Teleparent reports, website, newsletters, email, PPS sign in sheets | Daily | Teachers, administrators, counselors, liaisons | Title I, EIA-SCE, EIA-LEP, ARRA | \$10,000.00 |
| | 3b. | Provide parental education opportunities, such as College Awareness, Back on Track Night, Aeries Parent Portal training, Parent Power School, PSAT Score Back Night, Eighth-Grade Parent Night, Honors/AP Night, Financial Aid Night, Summer School Parent Night, PTSSO, Boosters. | Attendance record, time sheets, agendas, | Annually, monthly | Counselors, administrators, liaisons | Title I, EIA-SCE, EIA-LEP, ARRA | \$3,000.00 |
| | 3c. | Provide AVID family workshops/parent nights. | Attendance logs, agendas | Bi-annually | AVID site team, AVID coordinator | Title I, EIA-SCE | |
| | 3d. | Hold monthly ELAC meetings | Sign in sheets | Monthly | Assistant Principal, liaisons | Title I, EIA-SCE, EIA-LEP, ARRA | |
| | 3e. | Establish a School Advisory Committee | Roster, agenda, minutes | Yearly | Principal, liaisons | EIA-SCE | |

(This incorporates key areas for follow up 5: Increased parent participation from all students.)

Goal 4: La Quinta will provide academic support for underperforming subgroups.

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|-----------------------|-----|---|---|-------------|--|----------------|----------------|
| IV. Student Placement | | | | | | | |
| | 4a. | Use district matrices as a guide for placement. | Student placement, teacher recommendations | Annually | Counselors, Teachers | District | |
| | 4b. | Place students into AVID using recruitment, application, and interview process. | Transcripts, interview forms, applications, teacher recommendations | Annually | AVID site team | Title I | \$500.00 |
| | 4c. | Use data-driven assessments, teacher recommendations, grades, auditions, etc., for placement in classes without matrices. | Actual placement | Annually | Counselors, teachers, parents | District | |
| | 4d. | Develop personal learning plans for ninth grade students, share them with parents, and revisit yearly. | Learning plans | Annually | Counselors, students | | |
| | 4e. | Advise students to take elective classes to enhance their learning experience and/or to prepare for future careers. | Student schedules, learning plans | Bi-annually | Counselors, teachers, parents, coaches | | |
| | 4f. | Provide Banking for College classes after school. | Student transcripts, sign up sheets | Bi-annually | Counselor, students | District | |

(This incorporates key areas for follow up 4: Equitable, data driven course placement for all students)

Goal 5: La Quinta will provide academic support for all students.

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|---------------------|-----|---|---|-------------|--|---------------------------------|----------------|
| V. Academic Support | | | | | | | |
| | 5a. | Provide Credit Recovery classes for students to validate their grades to be A-G eligible. | Rosters, transcripts, attendance records | Bi-annually | Teachers, counselors, Assistant Principal | District, Title I | \$8,085.00 |
| | 5b. | Provide after-school interventions for students. | Sign-in sheets | Weekly | Assistant Principal, Title I facilitator | Title I, EIA-SCE, EIA-LEP, ARRA | \$2,500.00 |
| | 5c. | Provide CAHSEE prep classes and Focus on Reading and Writing intervention/prep classes. | Attendance log, curriculum, master schedule | Bi-annually | Title I, select teachers, counselors, administrators | Title I, EIA-SCE, EIA-LEP, ARRA | \$2,000.00 |
| | 5d. | Provide back-on-track education. | Attendance log, agenda, handouts | Annually | Counselors, Assistant Principal, parents, students | Title I, EIA-SCE, EIA-LEP, ARRA | See 3c |
| | 5e. | Maintain a viable certified AVID program | Master schedule, AVID certification | Annually | AVID coordinator, AVID site team, Principal | Title I, EIA-SCE, EIA-LEP, ARRA | \$40,487.00 |
| | 5f. | Create academic and behavioral contracts for underachieving students and refer to outside agencies as needed. | Contracts, referrals | As needed | Assistant Principals, counselors | District | |
| | 5g. | Implement early start and bridge programs to support college going culture. | Program supervisors, agendas | As needed | Principal, program supervisors | Title I, EIA-SCE, EIA-LEP, ARRA | |

(This incorporates key area for follow-up 3: Implementation of research-based reading and writing instruction across the curriculum, especially programs targeting underperforming students)

Goal 6: La Quinta endeavors to provide a school community that promotes the development of life-long learners, social contributors, and healthy individuals.

| Data Element | # | Action Steps | Evidence of Completion | Timeline | Responsible Stakeholders | Funding Source | Estimated Cost |
|----------------------------------|-----|---|--|-----------|--|---------------------------------|----------------|
| VI. School Community Development | | | | | | | |
| | 6a. | Provide an orientation program for incoming students. | Attendance and agendas | Annually | Students, coordinators, Title I facilitator | Title I, EIA-SCE, EIA-LEP, ARRA | \$2,000.00 |
| | 6b. | Provide library and technical resources for students. | SSC minutes | Annually | Librarian, SSC Aid | Title I, EIA-SCE, EIA-LEP, ARRA | \$2,000.00 |
| | 6c. | Promote community service and partnerships. | Agendas, school activities calendar | Daily | Certificated and classified staff | Title I, EIA-SCE, EIA-LEP, ARRA | |
| | 6d. | Promote student involvement in extra-curricular and co-curricular activities. | Rosters, service logs | Quarterly | Administrators, counselors, teachers, parents, students, coaches | Title I, EIA-SCE, EIA-LEP, ARRA | |
| | 6e. | Provide opportunities to extend learning beyond the classroom. | Lesson plans, field trips, meeting agendas | Daily | Certified and classified staff | Title I, EIA-SCE, EIA-LEP, ARRA | |

This document s incorporates key areas for follow up and supports the ESLRs.

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

**La Quinta High School Safe Schools Plan
2010-2011**

Vision

Learners to Leaders.

Mission

The La Quinta High School community endeavors to create a safe and supportive learning environment wherein academic standards and interpersonal skills are emphasized. These skills will enable all students to become responsible citizens and lifelong learners.

**FOCUS:
Drug & Alcohol Prevention**

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

**La Quinta High School Safe Schools Plan
2010-2011**

Education Code

Section 35294.2[a][2]

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

Component 1: People and Programs (School Climate)

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

| Action Steps | | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|--------------|---|--------------------------|--|--|
| 1 | A committee (which may consist of teachers, students, counselors, parents, etc.) will be organized to address substance abuse issues. <i>(School Site Council or School Safety Planning Committee)</i> | Fall 2010 | Administrators, teachers, counselors (where applicable) | Agenda/ Minutes |
| 2 | California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings. | Fall 2010 | Administrators, teachers, counselors (where applicable) | Assessment results |
| 3 | Implement board approved substance abuse prevention programs. <i>(K-5: Positive Action; 6-8: Life Skills; 9: Project Toward No Drug Abuse)</i> | Fall 2010 | Administrators, counselors (where applicable) | Principal observation, Lessons |
| 4 | Ensure that students who need a drug or tobacco intervention program are appropriately referred. | September – June 2011 | All school staff | Referrals |
| 5 | High school and intermediate schools will identify (a) representative(s) to serve as a liaison to the district in the implementation of programs, services, and activities related to the Tobacco-Use Prevention Education (TUPE) grant. At the sixth grade level, elementary schools will participate in district-wide TUPE activities. The school will participate in the TUPE tobacco-free campaign. | Fall 2010 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Sign in sheet, extra duty time sheets, promotional materials |
| 6 | The school will implement the district-wide referral protocol for students found in violation of the tobacco-free policy (or other drugs). Students will be referred to receive support services provided by community partners. Intervention and cessation courses will be available for secondary students. | Fall 2010 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Referral paperwork, completion records, promotional materials |
| 7 | The school will participate in appropriate youth development components of the TUPE grant that foster activities to promote life skills strategies to support students in responding to peer pressure and making positive decisions when it comes to tobacco use. | Spring 2011 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Promotional materials, student incentives, student products and activities |

FOCUS:
Emergency Radio
Communication System Practice

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

La Quinta High School Safe Schools Plan
2010-2011

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 |

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

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

**La Quinta High School Safe Schools Plan
 2010-2011**

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

La Quinta High School Safe Schools Plan 2010-2011

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 |

GARDEN GROVE UNIFIED SCHOOL DISTRICT
La Quinta High School
School Parental Involvement Policy
2010-2011

All Schools

Part I: General Expectations

La Quinta High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, and distribute to parents, a School Parental Involvement Policy that the school and parents agree on.

- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

- The school will make the School Parental Involvement Policy available to the local community.

- The school will ensure accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

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

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

Part II: Required School Parental Involvement Policy Components

1. La Quinta High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way. La Quinta High School 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 | |
| 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.) |
| Personal phone calls: | Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate. Use bilingual school staff to make phone calls to parents. |
| Promotion: | Promote opportunities for parent involvement and the development of the School Parental Involvement Policy and SPSA in a variety of ways (e.g., school newsletters, school website, flyers, etc.) Provide all information in the school's major home languages. |
| Joint Development and Joint Agreement | |
| *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. |
| 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. La Quinta High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High 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. |
| Special committee: | Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel (e.g., the principal, assistant principal, Title I coordinator, etc.), the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components. |
| Schoolwide meetings: | Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements. |
| Ongoing meetings: | Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices. |
| District website: | Maintain an updated School Parental Involvement Policy and additional resources for parents on the school website. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

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

| Action: | Description: |
|--|---|
| 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. |
| Teleparent: | Use Teleparent to inform parents of: 1) the availability of parent involvement opportunities, and 2) distribution of the School Parental Involvement Policy and School-Parent Compact. School community liaisons or other school personnel will record broadcasts in different languages. |
| Requiring a parent signature: | Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact. Offer incentives for students who return documents in a timely manner. |
| Distribution of School Parental Involvement Policy to Local Community | |
| *District website: | Post information and copies of the School Parental Involvement Policy in multiple languages on the district website. |
| Local media: | Promote the School Parental Involvement Policy in local media (e.g., local newspaper, local radio station, etc.). |
| School office: | Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office (e.g., display case, front desk, parent resource center, etc.). |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

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

| Action: | Description: |
|---|---|
| Opportunities for Regular Meetings and Responding to Suggestions | |
| Opportunity to provide input: | Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.). |
| Timeline for resolution: | Provide parents with an expected timeline for resolution of a problem or complaint. |
| SSC public input: | Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken. |
| Responding: | Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.). |
| Assessing Parent Needs | |
| Meeting Reminders: | Provide parents with meeting reminders that give a brief summary regarding the purpose and what parents can expect to learn from the meeting. |
| *District Parent Survey: | Administer the annual district School Parent Survey. Determine the need for regular meetings to evaluate school practices based on the results. |
| School Parent Survey | Develop and administer a site-specific Parent Survey or Parent Needs Assessment. Provide various ways for parents to complete the survey. |
| *Invitation: | Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the scheduled parent involvement meetings. |
| *Arrangements for child care, translation/ interpretation, transportation. | Arrange for child care, translation/interpretation, and transportation as needed. Provide parents with information regarding these services with each invitation to special events, meetings, and trainings. |
| Funding of Parental Involvement Expenses | |
| Title I schools: | Use Title I funding to support costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), light refreshments, and materials. |
| Non- Title I schools: | Use SLI funding to support the costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), and materials. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

5. La Quinta High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. La Quinta High School 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.). |
| Meeting planning: | Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support. |
| Providing Accessibility and Opportunities | |
| *Limited English proficiency: | Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community. Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences. |
| *Parents with disabilities: | Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible. |
| *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. La Quinta High School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. La Quinta High School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State's academic content standards; b) the State's student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child's progress; and f) how to work with educators.

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

| 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). |
| Grade-specific meetings: | Develop opportunities for parents to learn about the curriculum presented at each grade level. Offer trainings that will assist parents in supporting their child(ren)'s learning. Offer trainings at the end of the school year to provide parents with information on practicing skills over the summer. |
| 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. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

Part III: Shared Responsibilities for High Student Academic Achievement

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

| School-Based Event | Description | Outcomes |
|--|---|--|
| Parent Power School | Parents are presented with information organized into 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. | Parents attend class and become actively involved in school |
| Transition Meeting | Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school). | Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions. |
| School 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. La Quinta High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

| District Event | Description | Outcomes |
|-----------------------------------|--|---|
| College Information Nights | Parents will hear district counselors present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available. | Parents attend to gather information that will help prepare their children for college. |
| College Fair | College Fair: Parents and students can meet with college representatives and gather information. | Parents attend to support their children in looking at the various options available at the postsecondary level of schooling. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

| | | |
|---|---|---|
| District English Learners Advisory Committee (DELAC) | Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use. | The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting |
| Parent Task Force | Representatives from each school discuss parent involvement policies, district programs and services, district goals, and district funding. | Parents provide input on various district programs. |

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

| Action: | Description: |
|---|---|
| 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. |
| Supporting Student Achievement through Coordination of District Programs | |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

| | |
|---|--|
| Coordination: | <p>Inform parents of school and districtwide programs, trainings, and events that support student achievement. These may include:</p> <ul style="list-style-type: none"> • Grade level specific meetings • Student Designation meetings (based on proficiency levels) • Retention Meetings 3rd / 6th grade • Open House and Back to School Night / Fundrasing Dinner • Parent-teacher conferences • Pre-School – “Backpack” Meeting; Kindergarten Round-Up • 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 • 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). |
| Family Center: | Provide a place for parents to meet that is equipped with resources and information for families. |

| | |
|---|--|
| 10. La Quinta High School 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. |
| E-mail addresses: | Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact. |
| Informing Parents about the School-Parent Compact | |
| *Collecting signatures: | Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are optional {or are required, based on school-site decision} on the School-Parent Compact. |
| Personal phone calls: | Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

| | |
|---|--|
| 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: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc. |

GARDEN GROVE UNIFIED SCHOOL DISTRICT

La Quinta High School

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:

The School Parental Involvement Policy has been reviewed by the ELAC and SSC. Modifications and adjustments were made to reflect the 2010-2011 school year.

This policy was adopted by La Quinta High School on (date) and will be in effect for the period of (school year). The school will distribute this policy to all parents on or before (date). It will be made available to the local community on or before (date). La Quinta High School's notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

Signature of Administrator _____

Date _____

Signature of ELAC Chairperson _____

Date _____

Signature of SSC Chairperson _____

Date _____

SSC Approval Date _____

ELAC Approval Date _____

Board Approval Date _____

School-Parent Compact

La Quinta High School

2010-2012 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.

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

School Pledge

We, at La Quinta understand the importance of school experience to every student and our roles in providing them with a high-quality education. Therefore, we agree to carry out the following responsibilities to the best of our abilities.

- Provide high-quality curriculum and instruction
- Have high expectations for every student
- Endeavor to motivate students to learn and help every student develop a love of learning
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment

Principal's Signature _____

Date: _____

Family/Parent Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Let the school and teachers know when I have a question or concern
- Discuss college and career goals and communicate the importance of education and learning to my child
- Provide a quiet place for my child to study and do homework
- Ensure that my child attends school everyday prepared to learn
- Regularly check my child's progress in school
- Participate at school functions such as Back to School Night, Open House, and volunteer opportunities

Parent's Signature _____

Date: _____

Student Pledge

I realize that my education is important to me. It helps me develop tools to succeed and achieve my goals. I also understand my parent(s) want to help me do my best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Have high expectations for myself and set goals for my future
- Talk regularly to my parents and teachers about my school experiences
- Let my teachers and family know if I need help with anything
- Read something everyday
- Come to school ready to learn and work hard
- Respect the school, peers, staff, and families

Student's Signature _____

Date: _____

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 LA QUINTA
 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 |
|------------------------------------|--|
| \$ 3543 | <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**

SCHOOL NAME

SECTION C: FUNDING FOR ECONOMIC IMPACT AID

| ECONOMIC IMPACT AID | DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED |
|--------------------------------|--|
| \$ 2382 | <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. |
| \$ 2962 | <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 |
| \$ 5051 | <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. |
| \$ 15743 | <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 |
| \$ 245 | <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
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LA QUINTA**

SECTION C: FUNDING FOR CENTRALIZED SERVICES

| FUNDING SOURCE(S) | | DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED |
|--|---|---|
| Title I Title III Title I ARRA | \$ 28165 \$ 38519 \$ 19582 | 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 | \$ 3815 \$ 3870 | 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 | \$ 25841 | Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12. |
| Title I ARRA | \$ 105843 | 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 | \$ 34103 \$ 4264 | 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 | \$ 2097 | Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District's evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school. |
| Title I | \$ 0 | School sites may be provided a clerk to support the objectives of Title I programs. |

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

INDIRECT SERVICES (K-12)

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

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LA QUINTA
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. | \$ 85463 | 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. | \$ 140942 | | <input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential. | |
| | <input type="checkbox"/> English Language Aquisition Program (ELAP) <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards. | \$ | | <input checked="" type="checkbox"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring. | |
| | <input type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours. | \$ | | <input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) – Grades 6-12 <u>Purpose:</u> Eliminate tobacco use among students. | |
| | | <input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety. | | | |
| | | <input checked="" type="checkbox"/> Middle and High School Supplemental Counseling Program <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE. | | | |
| FEDERALLY FUNDED PROGRAMS | <input type="checkbox"/> 21st Century After School Safety and Enrichment for Teens (ASSETs) <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs. | \$ | | FEDERALLY FUNDED PROGRAMS | <input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals. |
| | <input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas. | \$ 258887 | | | <input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology. |
| | <input type="checkbox"/> Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency. | \$ | | | <input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards. |
| | <input 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. | \$ | | | <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) | \$ 38670 | <input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time) | | |
| | | | | | |

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



SECTION D: CAPITAL OUTLAY AND EQUIPMENT

Type and cells will expand.

| State Object Expenditure (4400 or 6400 or 6200 WAN) (A) | Description of item expenditure (B) | Funding Source (C) | Justification in terms of student or program need. State Action Step used to support purchase. (D) | Number of Units (E) | Total Cost (F) |
|--|--|-----------------------|---|------------------------|-------------------|
| 4400 | Epson LCD projector bulbs/ replacement | Title 1/EIA | Replacement bulbs for use in ELD classroom for instruction, | 10 | 4,000 |
| 4300 | Student Planners | Title 1/EIA | Provides organizational support for all students to promote student success | 2400 | 17,000 |
| 4300 | Ed Services-Website | Title 1 | School Community Development | 1 year contract | 3,600 |
| 4300 | Teleparent | Title 1/EIA | To provide targeted opportunity for parents to be informed and to become involved in their students' education. | 1 year contract | 2,500 |
| 4400 | Laptop/Mac | Title 1/EIA | To provide workstation access for traveling teachers, TUPE / Title 1 coordinators. | 7 | 10,000 |
| 6400 | Risograph and CopyStar Contracts (200 & 300 building CopyStars) | Title 1 / ARRA | 1 year contracts on copy machines to enable printing of materials for Parent Education, Staff Development and parent/student communication. | 3 | 3,500 |
| 4400 | Smartboards | Title 1/EIA | To provide classroom support for students at all levels of English Language learning. | 7 | 28,000 |
| 4400 | Laptop/Media Stations (projectors and carts) | Title 1 / EIA / ARRA | To provide workstation access and media access for traveling teachers. | 5 | 10,000 |
| 4400 | Projector and screen (mounted). Sound system upgrade mics, speakers and controls | Title 1 / EIA | Upgrade of Lyceum to improve presentation and communications for parent meetings. | 1 each | 25,000 |

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

| | | | | | |
|------|-------------------------------------|----------------|---|----------|-------|
| 4400 | Smartboard replacement bulbs | Title 1 / ARRA | Replacement bulbs for use in classroom instruction. | 6 | 3,500 |
| | Projectors and Cables | Title 1 | To provide classroom technology support for students at all levels of English Language learning. | 10 | 5,000 |
| | Printer Cartridges | Title 1 / EIA | Replacement toner for teacher's classroom printers to support needed communication and between home and teachers. | 80 | 5,000 |
| 4400 | Copy Paper | Title 1 / EIA | To provide classroom support in the form of printed materials for students at all levels of English Language learning. | 80 Cases | 2,500 |
| 6400 | CopyStar Contract (Admin. Building) | Title 1 / EIA | Increase to 1 year contracts on copy machines to enable printing of materials for Parent Education, Staff Development and parent/student communication. | 2 | 4,000 |
| 4400 | WASC Visitation Committee Expenses | Title 1 | To Provide support for staff and visitation committee for site visit | Misc | 1,000 |

D-2

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



Type and cells will expand.

| Title of Position | % FTE | # of Positions budgeted* | Funding Source | Justification for Title I, EIA-LEP, and EIA-SCE funded positions |
|--------------------------|--------------|---------------------------------|-----------------------|---|
| IA-B LEP BL SP | 18.75% | 2 | EIA/LEP | Instructional Support, Community & Parent Outreach |
| IA-B LEP BL ESL | 18.75% | 1 | EIA/LEP | Instructional Support, Community & Parent Outreach |
| SCL WKR BL V | 43.75% | 2 | EIA/LEP | Community & Parent Outreach |
| SCL WKR BL SP | 43.75% | 1 | EIA/LEP | Community & Parent Outreach |
| CRA INSTR | 43.75% | 2 | TITLE 1 | Instructional Technology Support |
| TUTOR | 100% | 13 | TITLE 1 | Instructional Support |
| SCH TESTING CLERK | 43.75% | 1 | TITLE 1 Cent. SVS | Instructional & Assessment Support |
| | | | | |
| | | | | |
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| | | | | |

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

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

**BUDGET NARRATIVE
BASED ON FINAL ALLOCATIONS**

| | |
|------------------------|------------------|
| TITLE I BALANCE | \$ 124905 |
|------------------------|------------------|

| EXPECTED BUDGET ITEMS | ESTIMATED COSTS | NOTES/DESCRIPTION |
|---|-----------------|--|
| Intervention Hours | 10,000 | CREDIT RECOVERY/CAHSEE |
| Additional Staff Development Hours* | | |
| Additional Staff Development Substitutes* | 5,000 | 13,000 of 26,000 spent as of Feb.2. |
| Additional Parent Education* | 25,000 | Lyceum upgrades |
| Instructional Materials and Supplies | 34,905 | Paper/toner/printers/scanners |
| Other Books | | |
| Non-Capitalized Equipment (Page D-2) | 50,000 | Laptops, carts as needed |
| Other: | | |
| Other: | | |
| Other: | | |
| | | |
| | | |
| | | |

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

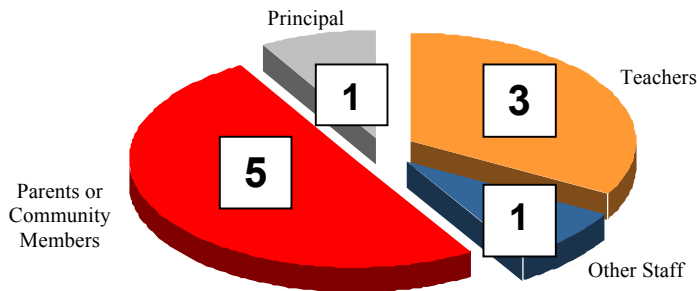
| Rates for Budgeting | |
|----------------------------|-----------|
| Substitutes | \$121/day |
| Teacher Hourly | \$53/hr |
| Classified Hourly | \$28/hr |

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

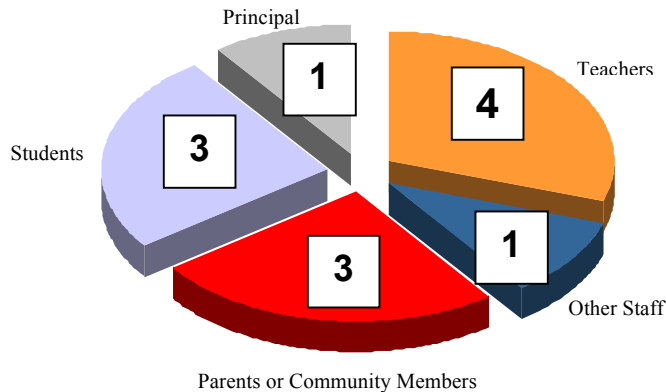
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



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

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

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

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

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
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SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM 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. | Denise Halstead |
| | Teachers |
| 2. | Marc Azcona |
| 3. | Michele Crosby |
| 4. | Barbara Lyon |
| 5. | Sandra Valencia |
| | Other Staff |
| 6. | Diane Smith |

| NON-STAFF MEMBERS (6) | |
|------------------------------|-----------------------------------|
| | Parents/ Community Members |
| 1. | Kim-Lan Truong |
| 2. | Lesley Trejo |
| 3. | Phuong Marie Phung |
| | Students |
| 4. | Susan Nguyen |
| 5. | Thien Nguyen |
| 6. | Brian Vo |

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

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

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

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

Composition of English Learner Advisory Committee

COMPOSITION REQUIREMENTS

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

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

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

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

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

c. Procedure for replacing a member:

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
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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. | Mark Nguyen, Assist. Principal |
| 2. | Kim Dung Trinh, Liaison |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |

| PARENTS OF ENGLISH LEARNERS | |
|-----------------------------|----------------|
| 1. | Kim-Lam Truong |
| 2. | Khoa Vu |
| 3. | Michelle Do |
| 4. | Nancy Nguyen |
| 5. | Lap Le |
| 6. | Hai Tran |
| 7. | Vinh Nguyen |
| 8. | Diana Le |
| 9. | Trinh Pham |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |

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 |
| 9 | ÷ | 11 | = | 82% | ≥ | 26% |
| 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
LA QUINTA
SECTION F: PLAN APPROVAL PAGE**



The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures “that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement, for schools participating in programs funded through the consolidated application process, and any other school program they choose to include.”
3. School plans must be developed “with review, certification, and advice of any applicable school advisory committees.” The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check all those that apply):
 - English Learner Advisory Committee (ELAC)
 - School Advisory Committee (SAC)
 - Community Advisory Committee (CAC) for Special Education Programs
 - Gifted and Talented Education (GATE) Program Advisory Committee
 - Other (please list) : e.g., School Safety Planning Committee, District/School Leadership Team (DSLTL)
4. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to “improve the academic performance of all pupils to the level of the performance goals, as established by the API and AYP.”
8. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.”
9. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic achievement. School goals must be based upon “an analysis of verifiable state data, including the Academic Performance Index (API), Adequate Yearly Progress (AYP), and the English Language Development test, and may include any data voluntarily developed by districts to measure pupil achievement.”
10. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

This school plan was adopted by the school site council at a public meeting on: February 23, 2011.

Attested:

| POSITION | TYPED NAME | SIGNATURE | DATE |
|------------------|-------------------|------------------|-------------|
| School Principal | Denise Halstead | | 2/23/11 |
| SSC Chairperson | Michele Crosby | | 2/23/11 |

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



SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

| POSITION | TYPED NAME | SIGNATURE | DATE |
|-----------------|--------------------|------------------|-------------|
| Parent | Lesley Trejo | | 2/23/11 |
| Parent | Kim-Lan Truong | | 2/23/11 |
| Parent | Phuong Marie Phung | | 2/23/11 |
| Classified | Diane Smith | | 2/23/11 |
| Teacher | Marc Azcona | | 2/23/11 |
| Teacher | Barbara Lyon | | 2/23/11 |
| Teacher | Sandra Valencia | | 2/23/11 |
| Student | Brian Vo | | 2/23/11 |
| Student | Thien Nguyen | | 2/23/11 |
| Student | Susan Nguyen | | 2/23/11 |
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LA QUINTA**

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.

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|---|---|-----------|------|
| SCHOOL SITE COUNCIL | Typed Name of Chairperson | Signature | Date |
| | Michele Crosby | | |
| 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 |
| | Kim-Lan Truong | | |
| CLASSIFIED | Typed Name of Classified Person | Signature | Date |
| | Diane Smith | | |
| PRINCIPAL | Typed Name of Principal | Signature | Date |
| | Denise Halstead | | |