

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



2010-2012 Single Plan for Student Achievement for RUSSELL

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 25th, 2011

Board Approved: March 15, 2011

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

**RUSSELL
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 3
Complete Sections A-F and Program Improvement Requirements

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

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

(1) Comprehensive Needs Assessment

Data Analysis

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

Program Analysis

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

Needs Assessment

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

(2) Goal Statements

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

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SECTION A *(continued from previous page)*

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

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

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

(4) Evaluation

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

SECTION B

Safe Schools Plan

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

School Parental Involvement Policy (SPIP)

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

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

SECTION C

Centralized Services and Support

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Narrative (Preliminary and Final)

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
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RUSSELL
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 School

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-12 Educational Services

SCHOOL ACTION PLAN – 2010-2012

RUSSELL ELEMENTARY SCHOOL

DISTRICT GOAL 1: Students in our district will steadily progress toward meeting grade-level standards in core academic subjects as measured by the California Standards Test. Students in our district five years or longer will meet grade-level standards in core academic subjects as measured by proficiency on the CST.

SCHOOL WIDE GOALS

Adequate Yearly Progress (AYP) – English Language Arts and Math
(See Trajectory Plots)

CURRENT SCHOOL DATA

SUBGROUP	ENGLISH LANGUAGE ARTS*			MATH*		
	2009	2010	2011 Target	2009	2010	2011 Target
School Wide	31.00	37.60	67.6%	56.00	62.70	68.5%
Asian			67.6%			68.5%
Hispanic	30.00	37.30	67.6%	54.50	61.70	68.5%
White			67.6%			68.5%
SED	31.10	37.50	67.6%	56.60	62.30	68.5%
EL	29.90	35.68	67.6%	55.50	62.24	68.5%

*Blank = Not a Significant Subgroup

ENGLISH LANGUAGE ARTS ACTION PLAN (ELA PLAN)

Based on the 2009/10 CST report, 62.40% of students scored below proficiency, and 51.00% of students did not move up a band on the CST English Language Arts. In order to meet District Goal 1, training and implementation will be focused on the areas indicated below:

ACTION STEPS	Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion	
Early Intervention	<ul style="list-style-type: none"> All teachers in grades K-3 will assess students using DIBELS and implement routines and strategies during Universal Access time to address the areas of need identified through the assessment. 	September, 2010	Principal, Instructional Coach, Grade Level Leader	-Testing booklets -UA grouping lists -UA planning templates -Walkthroughs
	<ul style="list-style-type: none"> Intensive students in grades K-2 will receive small group instruction from our RSP teacher or Instructional coach 5 days a week for 30 minutes. The teachers will target phonemic awareness skills identified from the CLA or DIBELS assessment. 	November, 2010	Principal, RSP Teacher, Instructional Coach	- List of students - Schedules of RSP teacher and Instructional Coach -Walkthroughs -Grade level meeting notes
Extended Day Opportunities	<ul style="list-style-type: none"> Teachers will provide targeted, explicit support to students at-risk before or after school in ELA and/or math. Teachers will use district assessments to form groups and identify students needs during after school intervention 	January, 2011 December, 2010	Principal, Instructional Coach, Grade Level Leader	- Intervention plans -Time Cards -Walkthroughs

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	<ul style="list-style-type: none"> • Additionally, teachers will monitor the growth of at-risk students using a variety of assessments. • Teachers will attend a training on Read Naturally to incorporate into their ELA after school intervention 	<p>On-going</p> <p>Training: January 3, 2011</p>		
GAP	<ul style="list-style-type: none"> • Teachers will receive advanced, intensive training in all elements of literacy. • Students will benefit by receiving targeted assessment and academic support throughout instruction using the base program. • All teachers will use formative assessments and supports to ensure all students progress in literacy. 	<p>Training: School wide training on October 14, 2010</p> <p>Specific grade level training on-going throughout the year</p>	Principal, TOSA, Instructional Coach	<ul style="list-style-type: none"> - Training dates and agendas -Walkthroughs
Houghton Mifflin (HM) Medallions	<ul style="list-style-type: none"> • All teachers and PTCTs will receive in-depth training in the effective use of Houghton Mifflin Medallions in the context of the best practices recommended by the National Reading Panel. • All teachers will participate in a lesson study specific to their grade level with the Instructional coach • All teachers will implement Houghton Mifflin Medallions with fidelity. 	<p>Training: Aug-Oct 2010</p> <p>Training: February, 2011</p>	Principal, Instructional Coach, Grade Level Leader	<ul style="list-style-type: none"> -Leadership academy training dates and agendas -Walkthroughs -Teacher lesson plans
Instructional Coach	<ul style="list-style-type: none"> • The instructional coach will be used support both students and teachers. The instructional coach would be used to contribute to reduced class size and provide targeted instruction for groups of students. • The coach will provide targeted instruction and/or work collaboratively with teachers to provide coaching and support. 	October 2010	Principal, Administrative Team	
Language!	<ul style="list-style-type: none"> • The RSP teacher will pull a small group of 4-6 grade RSP and SDC students to receive instruction using the Language! Program five days a week for 1 ½ hours 	<p>Training: Sept 2010</p> <p>January 2011</p>	Principal, RSP teacher	<ul style="list-style-type: none"> - List of students - Schedule of RSP teacher -Observations
Leadership Academy	<ul style="list-style-type: none"> • Leadership team teachers will distribute information from the district-organized Leadership Academy session on Houghton Mifflin Medallions. • All teachers will utilize elements from the training in the planning and instruction of English Language Arts. 	Sept/Oct 2010 Jan 2011 Apr 2011	Principal, Director of K-6 Instruction	<ul style="list-style-type: none"> - Training dates, - Agendas -List of teachers in attendance
Part-Time Categorical Teacher	<ul style="list-style-type: none"> • A PTCT is a teacher who works 22.5 hours per week and is used to provide targeted instruction for groups of students. • The principal and teachers analyze data to determine the areas of focus for the PTCT. 	October 2010	Principal, PTCT	<ul style="list-style-type: none"> - Schedule of PTCT -Class list of PTCT
SWIM	<ul style="list-style-type: none"> • Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency. • Teachers will collaborate weekly to ensure curricula is best implemented and to dialogue to determine the best support for all students. • Four teachers will attend the Extended Learner Training provided by Sandi Ishii 	<p>Ongoing</p> <p>Ongoing</p> <p>Training: January, 2011</p>	Principal, Instructional Coach, Grade Level Leader	<ul style="list-style-type: none"> -SWIM groups on Data Director -Collaboration notes -Training Agenda
Thinking Maps	<ul style="list-style-type: none"> • Teachers will consistently utilize maps across all content areas to help students visualize thinking processes and organize information. • Special attention will be paid to using maps to support reading comprehension. 	Thinking Maps TOT Aug-Nov 2010	Principal, Instructional Coach, Grade Level Leader	<ul style="list-style-type: none"> - Learning Walks -Lesson plans
Universal Access (UA) with Differentiated Instruction	<ul style="list-style-type: none"> • Teachers will use data to determine who needs extra support and the areas in which they need extra support. • Teachers will provide explicit academic support to students daily within the ELA block during flexible, small instructional groups in which teachers preteach and reteach key content to small groups of students. 	Training: December 9, 2010	Principal, Instructional Coach, teachers	<ul style="list-style-type: none"> -Focused learning walks -UA group lists
Write From The Beginning (WFTB)	<ul style="list-style-type: none"> • Teachers will build on Thinking Maps to support student writing, particularly during the prewriting and drafting phases of the writing process. • Teachers will utilize WFTB graphic organizers, strategies, and mini-lessons to help facilitate greater student understanding of the meaning of text and help students prepare better first drafts. 	WFTB TOT Aug-Nov 2010	Principal, Instructional Coach	<ul style="list-style-type: none"> - Learning Walks - Student writing samples

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MATH ACTION PLAN (MA PLAN)

Based on the 2009/10 CST report, 37.30% of students scored below proficiency, and 39.00% of students did not move up a band on the CST Math. In order to meet District Goal 1, training and implementation will be focused on the areas listed below:

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
Math Intervention	<ul style="list-style-type: none"> Teachers will instruct students using the Beyond the Basic Facts math facts program. Students will be identified through administration of assessments. Students will receive additional time for this program either before, during, or after school. 	Ongoing	Principal, Instructional Coach, Teachers	- Math fact Quizzes -Intervention plans -Incentive Program description
Project G	<ul style="list-style-type: none"> All teachers will continue to implement the instructional pacing, lesson design, and assessment outlined in the Project G training. Participate in the Project G leadership training. All students will participate in a school wide incentive program targeted to increase automaticity with Beyond the Basics Facts math facts program Teachers will attend trimester data discussions with Si Swun Math TOSAs will conduct three unscheduled Learning Walks and provide feedback 	Training: Aug and Nov 2010 April and May 2011 January, 2011 Training: December 6,2010 March1, 2011 April 28, 2011	Principal, Instructional Coach, District Math TOSAs	- Learning Walk feedback - Math data meeting notes

DISTRICT GOAL 2: English Learners in our district will steadily progress toward developing English language proficiency as measured by the California English Language Development Test (CELDT). English Learners in our district four years or longer will meet the English Proficient level as measured by proficiency on the CELDT.

ENGLISH LANGUAGE LEARNER ACTION PLAN (ELL PLAN)

Based on the 2009/10 CELDT report, 50.00% of English Language Learner students did not make growth due primarily to the area indicated with an 'X' below:

_____ Listening _____ Speaking _____ Reading _____ Writing

In order to meet District Goal 2, training and implementation will be focused on the areas as follows:

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
Systematic English Language Development (SELD)/ Academic Language Development (ALD)	<ul style="list-style-type: none"> All teachers will receive training in SELD/ ALD. Teachers will incorporate all strategies from the training into their ELD and language development lessons on a regular basis. 	Training: Aug 2010	Principal, Instructional Coach, Teachers	- Training sign-in sheets -Learning Walks
ELD throughout the Instructional Day	<ul style="list-style-type: none"> Teachers use color coding when using Thinking Maps Teachers provide think time for EL students by using Think-Pair-Share and Chunk and Chew Sentence frames are posted in an area where students can access them. All vocabulary words have visuals and an example sentence posted Teachers will expose children to academic vocabulary through multiple strategies including Word of the Day, Vocabulary Green Card activities, and print rich environments 	Training: January 12, 2011 March, 2011 June, 2011	Principal, Instructional Coach, Teachers	-Learning Walks -Training Agendas

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SCHOOL CLIMATE: SUPPLEMENTARY SUPPORT ACTIVITIES (SC PLAN)

The content of the School Climate: Supplemental Support Activities (SC Plan) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purpose of the founding source and only supplement the program.

SCHOOL CLIMATE	
Anti-Bullying Program	<ul style="list-style-type: none"> • Second grade classes will participate in the Anti-Bullying program.
PATH/Habits of a Scholar	<ul style="list-style-type: none"> • Sixth grade teachers will implement the PATH program with students. • Cafeteria will be decorated with college flags and banners
Schoolwide Incentive Program	<ul style="list-style-type: none"> • A schoolwide incentive program will be implemented using scholar dollars and a student store • Positive Principal referrals will be given to students on a weekly basis • Ram of the Month Awards will be given based on Habits of a Scholar • Monthly Spirit Assemblies and Spirit days will be established
Student Goal Setting	<ul style="list-style-type: none"> • A school wide student goal setting program will be implemented. • Components will include data review, individual goal setting aligned with district goals, and recognition of student progress.
Building Relationships with Students, Parents, and Staff	<ul style="list-style-type: none"> • Training will be offered to staff interested in building relationships with children, families, and staff. • Additional training will be offered to schools which have had staff trained in Level I for the purpose of the moving from the individual to the school wide model.
10 Education Commandments	<ul style="list-style-type: none"> • Training will be offered for the purpose of implementing the program at the school site. • Teams may be created at the school site to provide parents with the opportunity to meet a variety of staff members who may offer multiple perspectives. • Training will be offered for parents and staff to incorporate parents into the school-team model.
Community Outreach Meetings	<ul style="list-style-type: none"> • Parents and staff will attend meetings based on parent-driven topics of interest. • Parents and staff will share the information with their principal, staff, and other parents. • Schools may host site based Community Outreach Meetings, modeled after the district Community Outreach Meetings.
Boys and Girls Club Partnership	<ul style="list-style-type: none"> • Students attend the Boys and Girls Club after school program and receive homework assistance on a daily basis, as well as participate in enrichment programs. • The teacher liaison and principal will collaborate with the site coordinator to align the after school program with the regular school day. • Parents are invited to quarterly family night events. • Funding provided by the After School Education and Safety (ASES) grant and district in-kind support.
Gifted and Talented District Advisory Committee (DAC) Meetings	<ul style="list-style-type: none"> • Parents from K-6 GATE sites and all 7-12 sites will attend quarterly meetings based on parent-driven topics of interest as related to the GATE program. • Parents and staff will offer input on successes and concerns and share the information with their principal, staff, and other parents. • The DAC members are instrumental in supporting other parents at GATE parent education and outreach events.
GATE Bridge Programs	<ul style="list-style-type: none"> • New GATE students and parents are supported through GATE Bridge Afterschool Programs, GATE Parent Orientation, and the Jumpstart Program. • The GATE Bridge Afterschool Program concurrently provides program orientation to newly identified students and their parents. • The GATE Parent Orientation offers comprehensive training in the elements of the GATE program, as well as the needs and characteristics of gifted children. • The Jumpstart Program provides a school and program orientation, an opportunity to meet the GATE teacher(s), with a goal to support a successful transition into the program.
Tobacco-Use Prevention Education (Grade Six)	<ul style="list-style-type: none"> • Sixth grade students and staff will participate in the Tobacco-Use Prevention Education program. Teachers and Straight Talk counselors will co-present lessons from the Life Skills Training program as the primary prevention program. With district support, the school participate in TUPE related activities and programs.
Parent Scholar Meetings	-The Instructional Coach will provide monthly parent/student interactive demonstration lessons on Academic topics
CABE	- Parents will attend weekly parent classes provide by CABE

SUPPLEMENTAL SUPPORT ACTIVITIES
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Science/Health	<ul style="list-style-type: none"> • All students will participate in appropriate grade level science standards. • Students will be prepared to meet the CST science AYP targets. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
History/Social Science	<ul style="list-style-type: none"> • All students will participate in appropriate grade level history/social science standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Physical Education	<ul style="list-style-type: none"> • All students will participate in appropriate grade level physical education standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Fine and Performing Arts	<ul style="list-style-type: none"> • All students will participate in appropriate grade level fine and performing arts standards. • Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.
Environments Conducive to Learning	<ul style="list-style-type: none"> • Equipment (including maintenance), materials, and supplies may be funded to support school side goals. • Funding may support home-school communication in major primary languages represented in the school.
Support Personnel	<ul style="list-style-type: none"> • Funding may provide for extra support outside regular work hours and assistance to students and parents in other areas related to the school action plan. • Categorical Extra Duty Personnel Requests may be completed for extra time requested. • Additional time for counseling services (Straight Talk), nurses, and/or school psychologists may also be supported.
School Library Materials	<ul style="list-style-type: none"> • Materials and supplies to support the library program.

Plan pages continued in Section B

- Safe Schools Plan
- School Parental Involvement Plan

Vision

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

Mission

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

FOCUS:
Anti-Bullying

ARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-12 Educational Services

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

Component 1: People and Programs (School Climate)

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

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

FOCUS:
Drug & Alcohol Prevention

ARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-12 Educational Services

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:
School-Wide Interventions

ARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-12 Educational Services

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

Component 1: People and Programs (School Climate)

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

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	School staff will identify all instructional and other supportive interventions available for students.	Fall 2010	Administrators, teachers, counselors (where applicable)	Staff meeting agenda
2	Students will be assessed for needs (ex. 40 Developmental Assets Questionnaire, academic assessments, etc.)	Fall 2010	Administrators, teachers, counselors (where applicable)	Assessment results
3	Students who are deficient in assets and have a history of low academic performance will be identified and targeted for intervention.	Spring 2011	Administrators, counselors (where applicable)	Students are identified for targeted interventions or other referrals for support
4	Intervention programs (academic interventions, mentors, after-school programs, counseling, and other support services) will be prescribed for specific students.	Spring 2011	All school staff	Students are identified for targeted interventions or other referrals for support
5	Parent will be informed of the intervention programs available and parent education programs will incorporate asset development activities for students and families (ex. 10 Education Commandments, 40 Developmental Assets).	December 2010	District and site staff	Parent program agenda

FOCUS:
Emergency Radio
Communication System Practice

ARDEN GROVE UNIFIED SCHOOL DISTRICT
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Department of K-12 Educational Services

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

FOCUS:
Incident Command System
and Lock Down Procedures

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

Component 2: Places (Physical Environment)

Objective: 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

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

Component 2: Places (Physical Environment)

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

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

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SCHOOL:
Russell Elementary School
DATE:
February 25th, 2011

Safe Schools Plan Approval Page

Education Code sections 35294.2[e]; 35294.8[a]
 “Each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1, each year thereafter.”
 “The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety committee no less than once a year...”

School Site Council Approval

Printed Name	Signature
Sylvia Krenzien	
Jill Windes	
Kaarn Copeland	
Isaura Trejo	
Silvia Caldera	
Maria Vega	
Marisol Vega	
Magdalena Salgado	
Trena Salcedo	

School Safety Planning Committee (when applicable)

Printed Name	Signature

School Parental Involvement Policy 2010-2012

All Schools

Part I: General Expectations

Russell 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;*

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- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
(D) the carrying out of other activities.

Part II: Required School Parental Involvement Policy Components

1. Russell 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. (name of 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	

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*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.
Other parent meetings:	Distribute and review School Parental Involvement Policy and SPSA along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school policy and practices.
Scheduling meetings:	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy
Procedures for Submitting Parent Comments to the District	
*Parent Comments:	Inform parents about procedures for submitting input to the district regarding the School Plan for Student Achievement (SPSA). Parent input may be provided in written form or verbally, and will be sent to K-12 Educational Services. A copy of the comments will be kept in the school office. School community liaisons will assist in communicating with parents. K-12 Educational Services will coordinate a meeting between the parent(s) and school principals to discuss concerns

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

Action:	Description:
Frequency	
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.
Ongoing meetings:	Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices.

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3. Russell 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.
Teleparent:	Use Teleparent to inform parents of: 1) the availability of parent involvement opportunities, and 2) distribution of the School Parental Involvement Policy and School-Parent Compact. School community liaisons or other school personnel will record broadcasts in different languages.
Sending home documents:	Distribute the School Parental Involvement Policy and School-Parent Compact. Consider optimal timing: attached to the school newsletters, in the student take-home folder, as part of the school registration packet, etc.
At separate meetings:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.
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.
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.).

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4. Russell 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. (name of 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.).
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	
*Flexible number of Meetings and Schedule:	Based on a parent needs assessment, and with the assistance of the district, the principal will plan the schedule and topics for meetings. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings. Use a parent needs assessment or parent survey to determine the optimal scheduling of meetings
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.
*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.

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5. Russell 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. (name of 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.

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6. Russell 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. (name of 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.

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.

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During meetings/trainings:	Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, Family Literacy, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).
Recommendations for supporting learning at home:	Provide parents with information and recommendations about how they can support their child(ren)'s learning at home (e.g., appropriate reading books, practice books for math skills, etc.).
Achievement data:	Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents.
District Goals #1 and #2:	Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.

Part III: Shared Responsibilities for High Student Academic Achievement

7. Russell 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
10 Educational Commandments	Parents are presented with information organized into 10 modules intended to assist parents in supporting their children's education. Parents are encouraged to become actively involved in the education of their children. Childcare provided.	Parents attend classes and become actively involved in school.
School Fair/ School Barbeque; Book Fair	Funds raised by these events will help to support the costs of enriching students' educational experience (e.g., standard-based field trips and assemblies).	Organized by Parent-teacher organization. Attended by families and community.
Student-Led Conferences	Students will guide parents through a series of predetermined stations to demonstrate what they have learned in school. The conference will end with a conversation with the teacher regarding student progress. Interpreters available.	Parents attend conferences to communicate with teachers regarding their children's progress reports/grades
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	Parents can assist in the development of school events.

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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.
Project Inspire- PIRC	Parents attend classes to learn about topics from 12 modules. Taught by a representative from the CAFE organization. Classes include information such as: working with teachers, communication, technology, the US public education system, No Child Left Behind, school governance, etc. Classes taught in Spanish.	Parents attend classes for all 12 modules. Parents receiving level 2 training are qualified to receive level 3 classes which will allow them to become parent trainers.

8. Russell 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.
Community Outreach Meetings	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.

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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
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9. Russell 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. (name of 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	

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Coordination:	Inform parents of school and districtwide programs, trainings, and events that support student achievement. These may include:• 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).

10. Russell 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.
Informing Parents about the School-Parent Compact	

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*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.
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.
Separate meeting:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.

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:

[State in detail how the policy was developed or reviewed.]

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This policy was adopted by (name of 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). (name of 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

Russell 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.

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

School Pledge

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

- Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Get to know family members by name.
- Report absences and tardiness promptly.
- Create a partnership with every family in my classes.
- Monitor student progress and update parents monthly.
- Make sure all students get help as soon as it's needed.
- Send home learning materials.
- Explain my approach to teaching, expectations, and grading system to students and their families.
- Continually work on my teaching strategies so that I can successfully teach all children.
- Assign work that is relevant and interesting.
- Make sure students understand the assignment, what they'll learn from it, and grade it in a timely manner."
- Maintain regular communication about academic progress.
- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.

- Provide assistance to families on what they can do to support their child's learning.
- Encourage all students to attend before and/or after school tutoring when available and/or see their teachers for extra help.
- Explain expectations, instructional goals, and grading systems to students and parents.
- Make or increase the number of parent phone calls to report student progress.
- Return calls and email contacts in a timely manner.
- Develop and receive training on research-based teaching strategies and programs.
- Communicate that college is in their future.
- Emphasize the opportunities that college will offer.
- Monitor educational progress, be involved in goal setting, and encourage accountability for these goals.
- Encompass each student's unique learning abilities and how they can contribute to society in the future.
- Accept and ask for parent involvement in addressing student challenges.
- Collaborate with my peers to ensure we are addressing the needs of all students.

Parent Pledge:

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

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Make sure the homework is completed.
- Monitor the amount and selection of television programs my child watches.
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the district, either received by my child or by mail, and responding, as appropriate.
- Serve, to the extent possible, on advisory groups such as the School Site Council, the English Learner Advisory Committee, and other committees active at the school site and the district level.
- Let the teacher know if my child has any problems with learning.
- Use instructional materials the school sends home each week to help my child.
- Read to and/or with my child 30 minutes a day.

- Help my child see how to use education to pursue his/her interests and goals.
- Provide a quiet time and place for homework.
- Communicate with the teacher or the school when I have a concern.
- Regularly monitor my child's progress in school.
- Communicate the importance of education and learning to my child.
- Support the school's discipline and dress code.
- Make every effort to attend school events, such as parent-teacher conferences, AVID parent meetings, Open House, and Back-To-School Night.
- Participate in parent, teacher, and/or counselor meetings.
- Encourage my child to attend before or after school tutoring when available and/or see his/her teachers for extra help.
- Contact the attendance office to report absences and check on attendance.
- Contact counselor to check on my child's progress at school and graduation status.
- Play number games with my child every week.
- Set high expectations for my child.
- Discuss plans for college.
- *Support the school discipline plan.*
- *Know my child's academic strengths and needs and support my child in meeting the district goals.*
- Know my child's grade level, teacher name, and classroom number.

Student Pledge

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

- Do my homework every day and ask for help when I need assistance.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Let my teacher and family know if I need help.
- Read on my own and with my family every day.
- Work on my academic skills at home, using the materials my teacher sends home.
- Write down assignments, do my homework every day, and turn it in when it's due.
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and classroom rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, and computer/internet time, instead, study or read every day after school.
- Come to class on time, ready to learn, and with assignments completed.

- Set aside time every day to complete my homework.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Will use extracurricular time wisely.
- Attend before and/or after school tutoring when available and/or see my teachers for extra help.
- Work to the best of my ability to successfully complete the requirements necessary to earn a high school diploma.
- Limit my TV watching and telephone/cell phone usage, and instead, study or read every day after school.
- Follow the school discipline plan.
- Avoid bringing personal items that are not school related.

Signatures optional

School	Date
Parent	Date
Student	Date

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

RUSSELL

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	<p align="center">DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED</p>
\$ 7127	<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
RUSSELL
SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 4791	<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.
\$ 5958	<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
\$ 10160	<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.
\$ 31668	<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
\$ 493	<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
RUSSELL**

SECTION C: FUNDING FOR CENTRALIZED SERVICES

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title III <i>Title I ARRA</i>	\$ 23891 \$ 39614 \$ 10398	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	\$ 3236 \$ 3980	Parent and Community Outreach works as a division of the Department of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include: <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
Title I	\$ 0	Supplemental transportation to after-school program for at-risk students.
Title I	\$ 0	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
<i>Title I ARRA</i>	\$ 0	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	\$ 28928 \$ 1296	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	\$ 1779	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	\$ 14972	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
RUSSELL**

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

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	<input checked="" type="checkbox"/> Economic Impact Aid-State Compensatory Education (EIA-SCE) <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 310480	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.	\$ 144946		<input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input checked="" type="checkbox"/> English Language Aquisition Program (ELAP) <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards.	\$ 15865		<input checked="" type="checkbox"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input checked="" type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$ 131250		<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 type="checkbox"/> Middle and High School Supplemental Counseling Program <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE.			
FEDERALLY FUNDED PROGRAMS	<input type="checkbox"/> 21st Century After School Safety and Enrichment for Teens (ASSETs) <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$		FEDERALLY FUNDED PROGRAMS	<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.
	<input checked="" type="checkbox"/> Title I, Part A: Program Improvement (PI) <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB Adequate Yearly Progress (AYP) targets for one or more identified student groups.	\$ 205658			<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)	\$ 21124	<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
RUSSELL**



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	Lap Top	Title I/ARRA	District Goal 1 & 2	1	\$4,000
4400	Desk Top Computers	Title I /ARRA /EIA	District Goal 1 & 2	4	\$14,000
6400	Copy Machine	Title I /ARRA /EIA	District Goal 1 & 2	1	\$10,000
4400	Mobile Presentation Workstation Bundle	EIA/Title I	ELA Plan 1, MA Plan 1, ELL Plan 1	1	\$1,758.90
4400	Color Laser Printer	EIA/Title I	ELA Plan 1, MA Plan 1, ELL Plan 1	8	\$4,000
6400	Video Camera	EIA/Title I	ELA Plan 1, MA Plan 1, ELL Plan 1	1	\$2,000
4400	Laminating Maching	Title I Funds	ELA Plan 1, MA Plan 1, ELL Plan 1	1	\$7,500

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



Type and cells will expand.

Title of Position (Currently in place)	% FTE	PCN	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
TCHR INST COACH	100	72077E4101	EIA-SCE	ELA/Math/EL Plan
TEACHER	89	72062E4101	EIA-SCE	ELA/Math/EL Plan
TEACHER	100	72062E4110	EIA-SCE	ELA/Math/EL Plan
PTCT	50.0625	72997E4101	EIA-SCE	ELA/Math/EL Plan
PTCT	6.1875	72997E4101	ELAP	ELA/Math/EL Plan
IA-A LEP BL SP	18.75	72712E4101	EIA-LEP	SC Plan
IA-A LEP BL SP	18.75	72712E4102	EIA-LEP	SC Plan
IA-A TITLE 1	18.75	72604E4103	TITLE I	SC Plan
CRA INSTR	43.75	72821E4101	TITLE I	SC Plan
SCL WKR BIL SP	43.75	72733E4102	EIA-LEP	SC Plan
SCL WKR BIL SP	43.75	72733E4101	EIA-LEP	SC Plan
LIB MEDIA TEC I	21.875	72125E4102	TITLE I	SC Plan
LIB MEDIA TEC I	43.75	72125E4101	TITLE I	SC Plan
SCH TESTING CLK	21.875	72842E4101	EIA/TITLE I	SC Plan
SCH OFF CLK I	37.5	72624E4102	T-I CENT OFF	SC Plan
PSYCHOLOGIST	10	72033D3301	TITLE I	SC Plan

Title of Position (Possible requests)	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
PTCT	56.25%	1	EIA/Title I	ELA/Math/EL Plan

*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
RUSSELL**



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

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 54224
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 5422
TITLE I BALANCE REMAINING FOR 2010-11	\$ 48802

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours	\$5,000	
Additional Staff Development Hours*	\$3,000	
Additional Staff Development Substitutes*	\$4,000	
Additional Parent Education*	\$1,500	
Instructional Materials and Supplies	\$30,000	
Other Books		
Non-Capitalized Equipment (Page D-2)		
Other:		
Other:		
Other:		

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

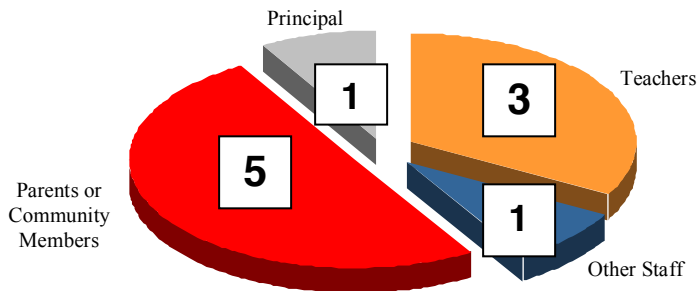
Rates for Budgeting	
Substitutes	\$121/day
Teacher Hourly	\$53/hr
Classified Hourly	\$28/hr

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

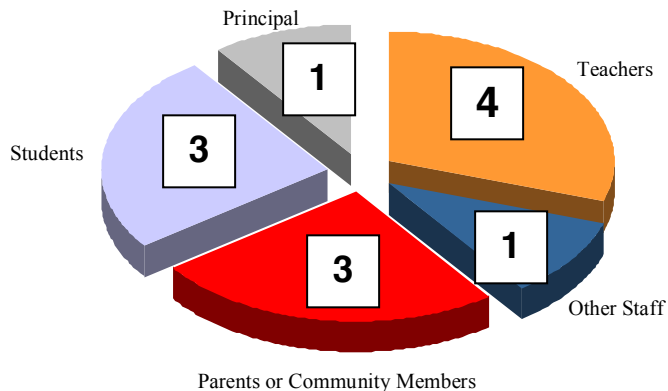
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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
RUSSELL**



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.	Trena Salcedo
	Teachers
2.	Kaarn Copeland
3.	Jill Windes
4.	Sylvia Krenzien
	Other Staff
5.	Susanna Ochoa

=

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Isaura Trejo
2.	Silvia Caldera
3.	Maria Vega
4.	Marisol Vega
5.	Megdelena Salgado

MINIMUM SECONDARY COMPOSITION*

STAFF MEMBERS (6)	
	Principal
1.	
	Teachers
2.	
3.	
4.	
5.	
	Other Staff
6.	

=

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	
2.	
3.	
	Students
4.	
5.	
6.	

*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
RUSSELL**

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

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

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



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.	Trena Salcedo
2.	Karina Gonzalez
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS	
1.	Claudia Nunez
2.	Maria Renteria
3.	Marisol Vega
4.	Lourdes Segovia
5.	Tomasa Martinez
6.	Marielena Garcia
7.	Guillermina Villa
8.	Antonio Velazquez
9.	Rosa Lopez
10.	Juana Najera
11.	Monica Montano
12.	Florentina Reyes
13.	Graciela Peralta
14.	Ngoc Nguyen
15.	Adriana Antunez

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

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of EL serving on ELAC	≥	% of EL students at the school
15	÷	17	=	89 %	≥	87 %

Enter #

Enter #

Calculate %

K-12 Ed Svs enter %

* Membership of teachers, other staff, and parents of FEP/EO is not required and not excluded. Any interested person may be nominated for ELAC, but must be voted onto the committee by parents of English learners.

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



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

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

This school plan was adopted by the school site council at a public meeting on: February 25th, 2011.

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Trena Salcedo		February 25, 2011
SSC Chairperson	Maria Vega		February 25, 2011

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



SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Sylvia Krenzien		February 25, 2011
Teacher	Jill Windes		February 25, 2011
Teacher	Kaarn Copeland		February 25, 2011
Parent	Isaura Trejo		February 25, 2011
Parent	Silvia Caldera		February 25, 2011
Parent	Maria Vega		February 25, 2011
Parent	Marisol Vega		February 25, 2011
Parent	Magdalena Salgado		February 25, 2011



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

SECTION F: RECOMMENDATIONS AND ASSURANCES

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	Maria Vega		February 25, 2011
SCHOOL ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		February 25, 2011
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Guillermina Villa		February 25, 2011
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Susanna Ochoa		February 25, 2011
PRINCIPAL	Typed Name of Principal	Signature	Date
	Trena Salcedo		February 25, 2011