

GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
BROOKHURST ELEMENTARY SCHOOL



2008-2009
Single Plan for Student Achievement
for
Brookhurst Elementary School

District Mission

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

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

District Goal

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

SSC Approved: December 11, 2008

Approved: February 17, 2009

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SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
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**CONTENTS OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
NCLB COMPLIANCE/PLAN COMPLETION**

Check those that apply:

- School Library Improvement (SLI) Only
Complete Sections A-F
- Schoolwide Title I
Complete Sections A-F
- Targeted Assistance Title I
Complete Sections A-F
- Program Improvement: Year 0
Complete Sections A-F and Program Improvement Requirements

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

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

(1) Comprehensive Needs Assessment

Data Analysis

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

Program Analysis

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

Needs Assessment

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

(2) Goal Statements

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

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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 Planning

- 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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 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 Learners Advisory Committee

- Establishment of the School Site Council (SSC)
- School Site Council (SSC) Roster: Identify the membership of the school site council to document its composition
- English Learners 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 [II-CP 5.1]

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

Office of Elementary Education
Department of K-12 Educational Services
Department of K-6 Instructional Services

SECTION A: SCHOOL ACTION PLAN
SCHOOL ACTION PLAN – 2008/09

BROOKHURST ELEMENTARY SCHOOL
DISTRICT GOAL 1

SCHOOL WIDE GOALS

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

CURRENT SCHOOL DATA

SUBGROU P	<u>ENGLISH LANGUAGE ARTS</u>			<u>MATH</u>		
	2008	2009	GROWTH REQUIRED	2008	2009	GROWTH REQUIRED
School Wide	40.30	46.00	5.70	53.30	61.10	7.70
Asian	62.70	68.90	6.20	83.30	86.10	2.80
Hispanic	26.70	46.00	19.30	32.70	47.50	14.80
White						
SED	35.60	46.00	10.40	46.60	47.50	0.90
EL	39.70	46.00	6.30	51.70	59.80	8.10

STUDENT GOALS

PROFICIENCY GAP – English Language Arts and Math*

OPPORTUNITY GAP – English Language Arts and Math*

(*See Goal 1 Reports and Strand Reports in ELA and Math by grade level)

AREAS FOR GROWTH

Increased fidelity to programs

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data discussions in order to review and set goals based on Unit Assessments.		
Thinking Maps 1) Used in grades K-6 for all curricular areas	Training: Completed by all staff 2007	Principal classroom visitations Learning walk focus
Universal Access with Differentiated Instruction 1) Training as part of Houghton-Mifflin advanced training. Use in ELA program	Training: Jan – Feb 2009	Principal classroom visitations
Write From the Beginning 1) Implement Write From The Beginning K-6 2) Focus on Write From The Beginning for learning walk.	Training: Summer, 2008 Fall 2008 Follow-Up: Nov. 2008	Principal Classroom Visitations; District on-demand writing prompts (Fall, 2008 and Spring 2009) Learning Walk
Houghton-Mifflin Training (Universal Access – Direct Instruction)	Training: Jan – Feb 2009	Classroom observations TOSA support

Progress Monitoring – Kindergarten

Data from CLA reveals that kindergarten students in the need assistance in Phonemic Awareness. In order to ensure that all students meet District Goal 1, progress will be monitored through:

CLA
Theme Skills Tests

Site specific monitoring tools include: Teacher made assessments.

Daily journal writing.

Progress Monitoring – First Grade

Data from CLA reveals that first grade students need assistance in phonics and decoding. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Leveled Reading Passages
CLA

Theme Skills Tests

Site specific monitoring tools include: 1ST grade students identified by CLA will receive Intervention 4x weekly using Torgesen Kit for phonics (Sarah Higgins).

Progress Monitoring – Second Grade

Data from CST cluster reveals that second grade students need assistance in word analysis and vocabulary. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
Theme Skills Tests

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Site specific monitoring tools include:

Progress Monitoring – Third Grade

Strand data found on the CST cluster report reveals that third grade students incorrectly answered 40% of the word analysis and vocabulary development (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
Theme Skills Tests
Leveled Reading Passages

Site specific monitoring tools include: Test prep worksheets for leveled reading passages.

Selection tests (story comprehension and vocabulary).

Progress Monitoring – Fourth Grade

Strand data found on the CST Cluster report reveals that fourth grade students incorrectly answered 55% of the writing strategies (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
Theme Skills Tests

Site specific monitoring tools include: Sentence of the day.

Progress Monitoring – Fifth Grade

Strand data found on the CST cluster report reveals that fifth grade students incorrectly answered 36% of the written conventions (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
CLA
Report Card Data
On-Demand Writing Prompts
Theme Skills Tests

Language! Content Mastery Tests

Site specific monitoring tools include:

Progress Monitoring – Sixth Grade

Strand data found on the CST cluster report reveals that sixth grade students incorrectly answered 36% of the written convention (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

On-Demand Writing Prompts
Language! Content Mastery Test
Theme Skills Tests

Site specific monitoring tools include: Evaluate a “published” piece from “Write From the Beginning”

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MATH ACTION STEPS

Based on the 2007/08 CST report, 46.7% of students scored below proficiency on the CST Math. In order to meet District Goal 1, training and implementation will be focused on the areas listed below:

Math Action Plan 1 (MA Plan 1)

Direct Instruction
 Project G – Instructional Delivery Model

Math Action Plan 2 (MA Plan 2)

Site specific action steps include: 14 teachers to Leadership Academy (math focus). Try new Instructional delivery model and math facts.

ACTION STEPS	Timeline	Monitoring/Evaluation
Please describe the specific strateies that you will use and how you will accomplish this (Be specific about professional development and intervention activities)	Describe dates relevant to the completion of the action steps.	Describe how results will be evaluated
<p>Project G Instructional Delivery Model- Direct Instruction</p> <ol style="list-style-type: none"> 1. 14 teachers in leadership academy trained on delivery model and math facts. 2. Trained teachers will collaborate with grade levels during collaboration to plan the implementation of the Project G instructional delivery model. 3. TOSA will assist with co-plan/co-teach opportunites for leadership teachers and additional teachers. 	<p>Oct. 6, 2008</p> <p>Jan. 29, 2009</p> <p>As needed</p> <p>Weekly collaboration mtgs.</p> <p>Jan – June 2009</p>	<p>Classroom observation</p> <p>Math Bench Marks</p> <p>CST Testing 2009</p>

Progress Monitoring – Kindergarten

Data from chapter tests reveals that kindergarten students need assistance in number sense. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Report Card Data
 Math Chapter and Unit Tests

Site specific monitoring will include: Teacher made assessment – monthly.

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Progress Monitoring – First Grade

Data from initial assessments reveals that first grade students need assistance in math facts. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Basic Math Facts
Timed Tests
Math Chapter and Unit Tests

Site specific monitoring will include: Project G strategies

Progress Monitoring – Second Grade

Data from CST cluster scores reveals that second grade students need assistance in addition and subtraction. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Basic Math Facts
Benchmarks
Math Chapter and Unit Tests
Timed Tests

Site specific monitoring will include:

Progress Monitoring – Third Grade

Strand data found on the CST Math report reveals that third grade students incorrectly answer problem solving (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
Math Chapter Test

Site specific monitoring will include: Problem solving worksheets.
Project G problem solving.

Progress Monitoring – Fourth Grade

Strand data found on the CST Math report reveals that fourth grade students incorrectly answered 35% of the addition subtraction, multiplication and division (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

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Basic Math Facts
Benchmarks
Math Chapter and Unit Tests
Timed Tests

Site specific monitoring will include:

Progress Monitoring – Fifth Grade

Strand data found on the CST Math report reveals that fifth grade students incorrectly answered 48% of the measurement and geometry (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Report Card Data
Benchmarks
Math Chapter Tests

Site specific monitoring will include:

Progress Monitoring – Sixth Grade

Strand data found on the CST Math report reveals that sixth grade students incorrectly answered 28% of the statistics data analysis and probability (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks
Math Chapter and Unit Tests

Site specific monitoring will include:

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GARDEN GROVE UNIFIED SCHOOL DISTRICT

Office of Elementary Education
Department of K-12 Educational Services
Department of K-6 Instructional Services

SCHOOL ACTION PLAN – 2008/09

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DISTRICT GOAL 2

STUDENT GOALS

CELDT – Opportunity Gap

RFEP – Potential RFEP Students Attaining RFEP Status

(See Goal 2 and California English Language Development Test (CELDT) Reports)

AREAS FOR GROWTH

Increased fidelity to ELD curriculum

More frequent specific interactions with ELL parents (ELAC) and Parent Education Classes

Site specific area(s) for growth include: Provide ELD 1 – 6 30 minutes daily.

Provide ELD K 20 minutes daily.

Provide parent/adult ELD 3 days weekly 30 minutes.

ENGLISH LANGUAGE LEARNER ACTION STEPS

Based on the 2007/08 CELDT report, 43% of English Language Learner students did not make growth due primarily to the area of writing. In order to meet District Goal 2, training and implementation will be focused on the areas as noted below:

English Language Learner Action Plan 1 (ELL Plan 1)

Thinking Maps

English Now!

Houghton-Mifflin Advanced

Language!

Write from the Beginning

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English Language Learner Action Plan 2 (ELL Plan 2)

Site specific action steps include: All staff was trained on “Write From The Beginning” at the start of the school year. The program was implemented school wide.

ACTION STEPS	Timeline	Monitoring/Evaluation
<p>Please describe the specific strateies that you will use and how you will accomplish this (Be specific about professional development and intervention activities)</p>	<p>Describe dates relevant to the completion of the action steps.</p>	<p>Describe how results will be evaluated</p>
<p>Write..From the Beginning 1. All staff trained and implemented WFTB K-6 2. Continue as a focus for Learning Walk 3. Collaborate prior to start of each genre (grade levels)</p>	<p>Training Summer Fall 2008 Collabortion</p>	<p>Classroom observations Learning Walk, Oct. 2008 CELDT Test 4th Grade Writing Test</p>
<p>Thinking Maps 1. Thinking Maps are used as an organizational tool across the curriculum K-6 2. Follow-up training will be provided to Trainer of Teachers (T.O.T.) for ongoing collaboration opportunities. 3. T.O.T. serve as a resource to staff on Thinking Maps and WFTB.</p>	<p>Training 2007</p>	<p>Classroom Observations</p>
<p>Houghton Mifflin advanced training 1. Training provided for all staff. 2. TOSA support at training and additional coaching and in-class support as needed. 3. Listening and Speaking utilized for ELD support. 4. Teachers will implement supplementary materials to support English Learners.</p>	<p>2007 -2008 Feb. 2009</p>	<p>Classroom Observations</p>
<p>Language! 1. 3 Teachers have been trained in Language! 2. Teachers will collaborate with TOSA on data analysis and strategies. 3. Teachers of Language! will have monthly data discussions in order to review and set goals based on Unit Assessments.</p>	<p>Training: Fall 2008 Language! Data Discussions: monthly</p>	<p>Unit Assessments Monthy Collaboration agenda</p>
<p>English Language Development provided for all</p>	<p>Groups formed with</p>	<p>CELDT testing</p>

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students. 1. English Now – levels A-C 2. Houghton Mifflin listening and speaking	CELDT data Fall 2008	Fall 2008
Adult English Language development provided for parents including tools and strategies for modeling and supporting language for students in the home.	3 times weekly Oct - June	Positive parent response ELAC

Progress Monitoring – Primary Grades

Oral Language Progress Monitoring
 Quality Instruction and Progress Monitoring in Phonemic Awareness and Phonics Areas
 Report Card Data
 On-Demand Writing Prompts
 Written Language Progress Monitoring of Early Literacy

Site specific monitoring will include: CELDT annually

Progress Monitoring – Upper Grades

Oral Language Progress Monitoring
 Report Card Data
 On-Demand Writing Prompts
 Language!

Site specific monitoring will include: CELDT annually

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SCHOOL ACTION PLAN – 2008/09

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SCHOOL CLIMATE

Please refer to:

- ASES Information
- Gap Students’ Progress
- California Healthy Kids Survey Data (CHKS)
- School Expulsion, Suspension, and Truancy Data
- Uniform Management Information Reporting System Data (UMIRS)

SCHOOL CLIMATE ACTION STEPS

In order to meet District Goal 1 and 2, training and implementation will be focused on the areas as noted below:

School Climate Action Plan 1 (SC Plan 1)

- Parent Involvement
- Boys and Girls Club Partnerships
- Student Goal Setting
- Student Mentoring
- Habits of a Scholar
- 10 Educational Commandments for Parents

School Climate Action Plan 2 (SC Plan 2)

Site specific action steps include: Project Access at Malabar apartments provides mentoring and support. 36 students have been adopted by the Brookhurst Staff.

ACTION STEPS	Timeline	Monitoring/Evaluation
<p>Please describe the specific strategies that you will use and how you will accomplish this (Be specific about professional development and intervention activities)</p>	<p>Describe dates relevant to the completion of the action steps.</p>	<p>Describe how results will be evaluated</p>
<p>Adopt-A-Student Program – All adults are invited to adopt 1 or more students. Currently 36 students have been adopted. Building Relationships with Students, Parents, and Staff 57% of fifth graders reported a high level of caring relationships with adults in school (CHKS pg. 53)</p>	<p>Monitor work and behavior Fall – Summer 2008 - 2009</p>	<p>Benchmark & CST testing Reduced behavior problems</p>
<p>“Project Access” partners with Brookhurst for mentoring and support (Malabar Apartments)</p>	<p>Brenda Morales (SSC) Nov. 6, 2008 Teacher Contact Consent signed by parent Goal setting Conf.</p>	<p>Report Cards (trimester) Benchmark Assessment (quarterly)</p>

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	Oct. 2008	
<p>Boys and Girls Club Partnerships (ASES) 27% of fifth graders reported a high level of high expectations regarding pro-social peer relationships. 45% of fifth graders exercise 6 or 7 days during the week. (CHKS pg. 50) 25% of fifth graders reported being home alone some of the time. (CHKS pg. 48) 1. Teachers will refer students to the Boys and Girls Club after school program. 2. Students will participate in CATCH curriculum which incorporates daily physical education activities.</p>	Referrals: Sept. – May	Referral Forms Attendance logs Homework monitoring (teacher)
<p>Adult ESL and Parent Meetings: Parenting Topics: How to help with homework.</p>	3 times weekly 8:20 – 8:50	Attendance sheets Annual evaluation
<p>10 Educational Commandments for Parents 82% of fifth graders reported that the adults in their home held high expectations of them. (CHKS pg. 53) 66% of fifth graders reported that they had caring relationships with adults in their home. (CHKS pg. 53) TOSA will offer 10 Educational Commandments to Parents.</p>	Spring / Summer	Attendance Sheets
<p>Habits of a Scholar 32% of fifth graders reported having a high level of problem solving ability. (CHKS pg.53) 1. Staff was trained by TOSA. 2. Teachers will collaborate to align implementation across grade level.</p>	Nov. 18, 2008 Collaboration agendas	Attendance Sheets Classroom observations

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Pre-K to K Transitions: Continue kindergarten readiness program and parent involvement in kindergarten preparedness.	Spring Initial Test Fall Readiness Assessment	Kinder Registration, Assessment Results and readiness packet sent home. Fall retest for growth
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Please refer to:

- Parent Involvement Plan
- Positive Behavior Plan

Progress Monitoring

Behavioral Referral Data
California Healthy Kids Survey Data
Parent Conference
Parent Survey

Site specific monitoring will include: School Site Council and English Learner Advisory – ask parents about concerns and questions.

On going communication with Brenda Morales (Project Access) and Heidi Levesyne (ASES) (at minimum – quarterly)

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Office of Elementary Education
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Department of K-6 Instructional Services

SCHOOL ACTION PLAN – 2008/09

SPECIFIC ELEMENTARY SCHOOL

SUPPLEMENTARY SUPPORT ACTIVITIES

The content of the Supplemental Support Activities (SSA) 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.

Description and Purpose of Supplemental Support Activities to Improve	Possible
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Educational Practice and Student Achievement	Funding Source
SSA 1. Science: All students will participate in appropriate grade level science standards. Prepare all students to meet the CST Science AYP targets. This may include assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.	1100
SSA 2. Social Studies: All students will participate in appropriate grade level social studies standards. Prepare all students to meet the CST Social Studies AYP targets. This may include assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.	1100
SSA 3. Physical Education: All students will participate in appropriate grade level physical education standards.	1100 0242
SSA 4. Fine and Performing Arts: All students will participate in a program that supports students in achieving fine and performing arts standards.	1100 0240 0241
SSA 5. Environments Conducive to Learning/Support Personnel: Personnel, equipment (including maintenance), materials, and supplies may be funded to support school wide goals. Funding may support home-school communication in major primary languages represented in the school, extra support outside the regular school session, and assistance to students and parents in other areas related to the school action plan.	Title I 1100 0690 5198*
SSA 6. School Library Materials: Materials and supplies to support the Library program.	Title I 1100

*Note: Use of 5198 will require completion of ELAP Plan.

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SECTION B: SCHOOL PARENTAL INVOLVEMENT POLICY

**School Parental Involvement Policy
2008-2009**

All Schools

Part I General Expectations

Brookhurst agrees to implement the following statutory requirements:

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

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

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

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ALL SCHOOLS

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

1. Brookhurst will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way. [I-CE 2]		
<i>[State actions the school will take to involve parents in the joint development and agreement of the documents mentioned above. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Recruitment of Parents		
Teacher/staff recommendations:	<i>Collect recommendations for 2-3 parents from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.</i>	X
Invite actively involved parents:	<i>Invite parents from existing parent involvement committees (e.g., SSC, ELAC, parent-teacher organizations, etc.)</i>	X
Promotion:	<i>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, flyers, etc.) Provide all information in the school's major home languages.</i>	X
{Other}		
Joint Development and Joint Agreement		
During schoolwide events:	<i>Schedule School Parental Involvement Policy and SPSA development meetings concurrently with other large school-wide events, providing opportunities for face-to-face meetings with teachers (e.g., Open House, Back-to-School Night, etc.).</i>	X
Language:	<i>Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.</i>	X
{Other}		
Organized, Ongoing, and Timely Action		
Parent committee:	<i>Establish a subcommittee within an existing committee with the duty to review the current School Parental Involvement Policy and SPSA. Any interested parents are invited to participate on this committee.</i>	X
Other parent meetings:	<i>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.</i>	X
Scheduling meetings:	<i>Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy annually.</i>	X
{Other}		

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2. Brookhurst will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including: their child's and/or school's participation in school programs (e.g., Title I, SLI, EIA, EL, Special Education, GATE, etc.); the requirements of the school programs; and the parents' rights to be involved (list of rights could include Parent Notices, School-Parent Compact, District Parent Involvement Policy, School Parent Involvement Policy). [I-CE 2.1(a)]

[State actions. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Distribution of Policy and Program Information to Parents		
Annual meeting and Timely information: [I-CE 2.1(d)]	<i>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. {Back to School Night} Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year.</i>	X
Sending home documents:	<i>Distribute the School Parental Involvement Policy and School-Parent Compact as part of the registration packet.</i>	X
At schoolwide meetings:	<i>Distribute the School Parental Involvement Policy and School-Parent Compact at major school-wide events (e.g., Back-to-School Night, parent-teacher conferences).</i>	X
{Other}		
Distribution of School Parental Involvement Policy to Local Community		
School office:	<i>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.).</i>	X
{Other}		

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3. Brookhurst will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]		
<i>[List frequency and precipitating activities prompting periodic reviews, e.g., school improvement status activities (public school choice, supplemental educational services, parent involvement in stages of improvement, safety issues, etc. Select actions that <u>are appropriate for your site</u>. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Frequency		
Schedule meetings:	<i>Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA annually.</i>	X
{Other}		
Periodic Updates of the School Parent Involvement Policy		
Ongoing planning, review, and improvement: [I-CE 2.1(c)]	<i>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. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.</i>	X
Special committee:	<i>Establish a parent committee, (subcommittee within an existing committee) with the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components.</i>	X
Schoolwide meetings:	<i>Schedule time to review School Parental Involvement Policy and SPSA components within school-wide informational/improvement status meetings (e.g., Title I information meetings) and within formal parent committee meetings (e.g., SSC, ELAC, etc.).</i>	X
{Other}		

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<p>4. Brookhurst will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I or other funding as long as these services relate to parental involvement. [I-CE 2.1(b)]</p>		
<p><i>[List actions such as describing how determinations will be made about what is needed to reach hard to reach parents, e.g., in addition to babysitting, transportation, Saturday meetings, planning of special events that parents find particularly useful and/or of interest to them, etc. These meetings could explain strategies such as schools in improvement, parent options, school-parent compact, parental involvement in school and district wide policies, etc. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i></p>		
Action:	Description:	Mark an X
Assessing Parent Needs		
Flexible number of meetings and Schedule:	<i>Based on the Parent Needs Assessment, and with the assistance of the district, the principal will plan the schedule and topics for the meeting. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). Use the Parent Needs Assessment to determine the optimal scheduling of meetings. {Insert schedule here: e.g., first month, first quarter, specific date}</i>	X
Parent Needs Assessment:	<i>Assess parent needs (e.g., scheduling of meetings, training topics and translation/interpretation) using the annual Parent Needs Assessment.</i>	X
Invitation:	<i>Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.</i>	X
Arrangements for translation/interpretation.	<i>Arrange for translation/interpretation. Provide parents with information regarding these services with each invitation to special events, meetings, and trainings.</i>	X
{Other}		
Funding of Parental Involvement Expenses		
Title I schools:	<i>Use Title I funding to support costs related to parent involvement.</i>	X
Non- Title I schools:	<i>Use SLI funding to support the costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), and materials.</i>	X
		Check One

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5. Brookhurst will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. [I-CE 2.1(e)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Scheduling		
Schedule and Topics:	<i>Schedule parent meetings or school events to review the topics of school curriculum, assessment data (e.g., attendance, truancy, suspension, etc.), and proficiency levels. The topics and the schedule of meetings will be determined using results from the Parent Needs Assessment.</i>	X
{Other}		
Activities/ Information Provided to Parents		
At conferences:	<i>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.</i>	X
During meetings/trainings:	<i>Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings. Provide parents with classroom strategies that can be used at home to support student learning.</i>	X
See Part III (1-3):	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	X
Explanation of curriculum, assessments, and proficiency levels:	<i>The meeting and information provided to parents will include an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Distribute and explain documents related to school programs (e.g., Title I, SLI, EIA, EL, etc.), parent involvement, the School-Parent Compact, District Parental Involvement Policy and School Parental Involvement Policy at the Title I Information parent meeting.</i>	X
Curriculum and programs:	<i>Provide descriptions of curriculum and information regarding student coursework (e.g., Parent Handbook (K-6)).</i>	X
Recommendations for supporting learning at home:	<i>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.).</i>	X
Achievement data:	<i>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.</i>	X
{Other}		

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6. Brookhurst will provide parents, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [I-CE 2.1(f)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Opportunities for Regular Meetings		
Opportunities for regular meetings:	<i>Provide parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.</i>	X
Schedule:	<i>Develop a schedule of regular meetings (may be as a part of formal school committee meetings, such as SSC, ELAC, or parent-teacher organization meetings) for the purpose of gathering parent input concerning school practices relates to the education of their children.</i>	X
Conferences:	<i>Promote the importance of parent-teacher conferences at every grade level in order to allow parents an opportunity to communicate directly with their child(ren)'s teacher(s). Provide parents with interpreters as needed.</i>	X
Translation/Interpretation:	<i>Use the school community liaisons or other school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.</i>	X
{Other}		
Responding to Suggestions		
SSC public input:	<i>Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.</i>	X
{Other}		

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7. Brookhurst will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.		
<i>[List activities and procedures. Select actions that <u>are appropriate for your site</u>. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Procedures for Submitting Parent Comments to the District		
Parent Comments:	<i>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</i>	X
{Other}		

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Part III Shared Responsibilities for High Student Academic Achievement

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

SITE-BASED	Event {Insert/Delete row as needed}	Description {Please revise descriptions to match site practices}	1	2	3	Role of Parents {Revise as needed}	Responsibility To Organize {Revise as needed}
	SITE-BASED	Student-Led Conferences Fall and Spring.	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.		X	X	Parents attend conferences to communicate with teachers regarding their children's progress reports/grades.
	Transition Meeting Fall/Spring	Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school).		X		Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.	Principal Counselors Teachers
	Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	X			Parents can assist in the development of school events.	Principal School staff Parents
	Parent Ed. 3x Weekly	Parents participate in English classes, parenting and computer skills.	X		X	Parents attend meetings to learn about ways they can support their children's learning.	Organized by P.T.C.T. an Principal

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English Learner Advisory Committee (ELAC) Meets quarterly	The process for the formation of the ELAC and its responsibilities are described in the ELAC Packet and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	X	X		Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.	Principal Standing members of the ELAC
School Site Council (SSC) Meets quarterly	The process for the formation of the SSC and its responsibilities are described in the SSC Packet and is part of the SPSA. Public is invited to provide input.	X	X		Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.	Principal Standing members of the SSC

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Parental Involvement Activities

CENTRAL DISTRICT	Event {Insert/Delete row as needed}	Description {Please revise descriptions to match site practices}	1	2	3	Role of Parents {Revise as needed}	Responsibility To Organize {Revise as needed}
	Community Outreach Meetings Quarterly	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	X	X	X	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.	K-12 Educational Services and Outreach
	Community Fair May 2009	Location: TBD Local community resources and organizations will be available to answer questions and distribute information for families.	X	X	X	Parents attending the event will gather resources.	K-12 Educational Service and Outreach
	District English Learners Advisory Committee (DELAC) 3rd Thursday every month	Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	X	X		The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting.	Assessment and Registration Center Principal ELAC Community Liaison
	District Advisory Committee (DAC) Meets once a year	Representatives from each school discuss district funding and support of goals.	X	X		Parents give input on Title I, EIA, and SLI, as well as goals of the LEA plan.	K-12 Educational Services

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4. Brookhurst will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2] {Attach School-Parent Compact to this document} [I-CE 2.2(a-c)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Jointly Developing the School-Parent Compact		
Parent committee:	<i>Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.</i>	X
Multiple languages:	<i>Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.</i>	X
{Other}		
Informing Parents about the School-Parent Compact		
Collecting signatures:	<i>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.</i>	X
{Other}		
Distributing the School-Parent Compact		
To every family:	<i>Provide a copy of the signed School-Parent Compact to every family.</i>	X
Timing:	<i>Distribute the School-Parent Compact. Consider optimal timing: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc.</i>	X
{Other}		

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5. Brookhurst will, with the assistance of the district and parents, educate its teachers, administration, and other personnel, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. [I-CE 2.3(c)]

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Educating School Personnel in How to Work with Parents as Partners		
Educating school personnel:	<p><i>Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include:</i></p> <ul style="list-style-type: none"> • <i>Supporting students through ongoing, meaningful two-way communication with parents</i> • <i>Utilizing parents effectively in the school and classroom</i> • <i>Valuing the contribution of parents in the classroom</i> • <i>Understanding the importance of parent programs</i> • <i>Understanding implications of working with families from specific cultures represented in the school's community</i> 	X
{Other}		
Training facilitators for Parent Education		
{Other}		

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

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Supporting Student Achievement through Coordination of District Programs		
Coordination:	<p><i>Inform parents of school and districtwide programs, trainings, and events that support student achievement.</i> <i>{List coordinated programs}</i></p> <ul style="list-style-type: none"> ○ <i>Retention Meetings 3rd / 6th grade</i> ○ <i>Open House and Back to School Night</i> ○ <i>Parent-teacher conferences</i> ○ <i>Kindergarten Orientation</i> ○ <i>Orientation meetings and Transition meetings</i> ○ <i>Boys and Girls Clubs of Garden Grove programs</i> ○ <i>Formal parent committees (e.g., ELAC, SSC, DELAC)</i> 	
See Part III (1-3):	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	X
{Other}		
Parent Resources		
Availability of parent resources:	<i>Invite parents to utilize the resources provided by the school site parent resource center or within the school office.</i>	X
Referrals:	<i>Invite parents to learn about resources offered through referrals by school personnel.</i>	X
District website:	<i>Inform parents of the availability of resources on the GGUSD District Website (www.ggusd.us).</i>	X
{Other}		

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

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Providing Information to the Parents		
Language and format:	<i>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.</i>	X
Interpretation/ Translation:	<i>Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.</i>	X
School community liaison:	<i>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.).</i>	X
{Other}		

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

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Providing Accessibility and Opportunities		
Limited English proficiency:	<i>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.</i>	X
Parents with disabilities:	<i>Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.</i>	X
Parents of migratory students:	<i>Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.</i>	X
{Other}		

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Part IV Discretionary School Parental Involvement Policy Components

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

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

[I-CE 2.3(f)]

{Insert paragraph(s) here describing discretionary activities}

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Part V Adoption

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

A subcommittee of SSC/ELA was formed and met on 5-12-08 to work on reviewing and revising the policy. All parents were invited to a meeting on May 15, 2008 to review the policy and approve the revisions. The policy and compact were approved on 5-15-08.

This policy was adopted by Brookhurst on 5-15-08 and will be in effect for the period of 2008 - 2009. It will be made available to the local community on 5-15-08 and reviewed in fall 2008. Brookhurst's notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

Signature of Administrator _____	Date _____
Signature of ELAC Chairperson _____	Date _____
Signature of SSC Chairperson _____	Date _____

Signatures of Parent Involvement Policy Committee Members:

SSC Approval Date _____
 ELAC Approval Date _____
 Board Approval Date _____

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**HOME-SCHOOL
DOLPHIN POWER COMPACT
2008- 2009**

STUDENT

1. I will be responsible for my behavior.
2. I will be cooperative
3. I will be a self-motivated, independent learner.
4. I will ask for help when needed.
5. I will complete daily assignments and homework.
6. I will come to school on time and dress prepared to learn.
7. I will show respect to adults and fellow students.

PARENT

1. We will read together.
2. We will keep in touch with the school.
3. We will schedule homework time.
4. We will offer praise and encouragement.
5. We will promote responsibility at home and school.
6. We will ensure daily, on time attendance.
7. We will support the school rules.

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1. We will promote literacy and focus on basic skills.
2. We will promote responsibility.
3. We will provide regular school/home communication.
4. We will assign homework.
5. We will recognize all student achievement.
6. We will encourage parent involvement.
7. We will maintain a safe school environment.
- 8.** We will evaluate student progress regularly and provide assistance as needed.

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 SECTION C: FUNDING FOR CENTRALIZED SERVICES**

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
EIA SLI Title I Title II Title III	\$18,786 \$1,370 \$17,766 \$10,700 \$13,662	<p>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:</p> <ul style="list-style-type: none"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies <p>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 <p>Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12. The Clinic provides immunizations, physicals, and assists in meeting the health needs of students.</p>
FUNDING SOURCE(S)		SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
EIA SLI Title I Title II	\$24,726 \$5,479 \$16,635 \$868	<p>Centralized services include the coordination of overall state and federally funded programs, 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) 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. <p>The Assessment and Registration Center (ARC) 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.</p>
EIA SLI Title I	\$369 \$414 \$1,664	<p>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.</p>

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SECTION C: DESCRIPTION OF CENTRALIZED SERVICES

DIRECT CATEGORICAL SUPPORT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) the planning process, (2) the review process, and (3) in 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, EL Achieve training, explicit English Language Development (ELD), constructing meaning, Guided Language Acquisition Design (GLAD) training, and other supplemental Specially Designed Academic Instruction in English (SDAIE) or ELD training.
- 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.
- The Clinic provides immunizations, physicals, and assists in meeting the health needs of students.
- The ELD Institute for English language development is a program provided for students during summer school.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements.
- 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.
- 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. Students with exceptional talent in art and music are identified through auditions and portfolio evaluations for participation in after-school art and music classes to challenge and expand talents. Opportunities are provided for students to participate in local festivals, competitions, and community performances.
- The Boys & Girls Clubs of Garden Grove provides after school programs(ASES and ASSETs) 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.
- Pupil Retention resources 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 rate.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
BROOKHURST ELEMENTARY SCHOOL
SECTION C: DESCRIPTION OF CENTRALIZED SERVICES**

SUPPORT FROM CATEGORICAL CENTRALIZED 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.
- Straight Talk counselors provide counseling services.
- 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.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

DISTRICT SERVICES FOR STUDENTS

- 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.
- A district library-media technician provides library services for 1 ¾ hours per day for grades K-6 and a district librarian and library clerk provide library services daily for secondary schools.
- 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 2008-2009
BROOKHURST ELEMENTARY SCHOOL
SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES		
STATE FUNDED PROGRAMS	<input checked="" type="checkbox"/> School and Library Improvement Grant (SLI) <u>Purpose:</u> Improves library and other school programs.	\$57,202.00	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 (EIA) / English Learner Program <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$194,787.00		<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 Acquisition 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.	\$42,771.00		<input checked="" type="checkbox"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.
	<input checked="" type="checkbox"/> Arts, Music, and Physical Education <u>Purpose:</u> Supports physical education and visual and performing arts instructional programs.	\$10,420.00		<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) <u>Purpose:</u> Eliminate tobacco use among students.
	<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.	\$112,500.00		<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.
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 type="checkbox"/> Middle and High School Supplemental Counseling Program <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE.
	<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$211,546.00		<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: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.			<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> Title I, Part A: Program Improvement (PI) <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB Adequate Yearly Progress (AYP) targets for one or more identified student groups.			<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.
				<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC) <u>Purpose:</u> Support learning environments that promote academic achievement.
		<input checked="" type="checkbox"/> Title V, Part A: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 BROOKHURST ELEMENTARY SCHOOL
 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 ActionStep used to support purchase. (D)	Number of Units (E)	Total Cost (F)
4400	Risograph w/ stand and separator	Title 1	District Goals 1 & 2, ELA/MA/ELL 1 & 2, SSA 5	1	3400.00
4400	LCD Projector	Title 1	District Goals 1 & 2, ELA/MA/ELL 1 & 2	10	6340.00
4400	ELMO	SLI	District Goals 1 & 2, ELA/MA/ELL 1 & 2	19	10602.00

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 BROOKHURST ELEMENTARY SCHOOL
 SECTION D: CATEGORICAL PERSONNEL**

Type and cells will expand.

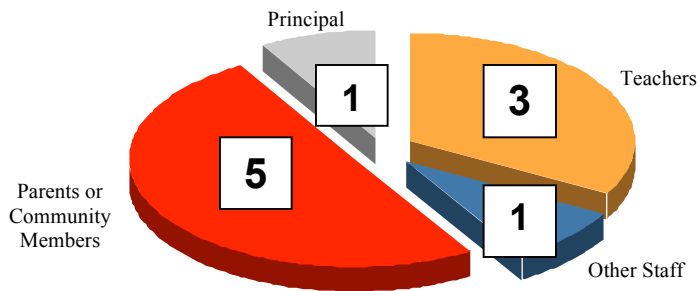
Title of Position	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA/LEP, and SLI funded positions
IA-A LEP BL SP	37.50%	4	EIA/LEP	ELL 1 & 2; SSA 5
IA-A LEP BL V	37.50%	1	EIA/LEP	ELL 1 & 2; SSA 5
SCL WKR BL V	43.75%	1	EIA/LEP	ELL 1 & 2; SSA 5
SCH TESTING CLK	8.75%	1	EIA/LEP	ELL 1 & 2; SSA 5
IA-A SIP	37.50%	1	SLI	ELA/MA 1 & 2; SSA 5
CRA INSTR	21.88%	1	SLI	ELA/MA 1 & 2; SSA 5
SCH OFF CLK I	37.50%	1	SLI	ELA/MA 1 & 2; SSA 5
LIB MEDIA TEC I	15.64%	1	SLI	ELA/MA 1 & 2; SSA 5
PTCT	56.25%	1	TITLE I	ELA/MA 1 & 2; SSA 5
IA-A TITLE I	37.50%	2	TITLE I	ELA/MA 1 & 2; SSA 5
CRA INSTR	21.88%	1	TITLE I	ELA/MA 1 & 2; SSA 5
SCH TESTING CLK	8.75%	1	TITLE I Cent Svs	XXX
SCH TESTING CLK	4.38%	1	ELAP	XXX

*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.

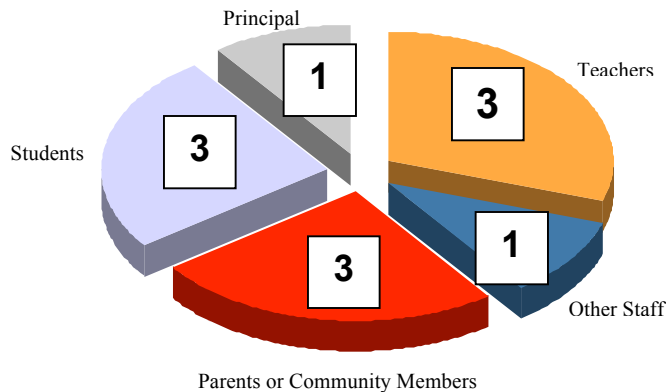
**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 BROOKHURST ELEMENTARY SCHOOL
 SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



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

a. Peer selection process: Parents are invited to a meeting at Back-to-School Night and invited to participate on School Site Council. A description of SSC and funding sources is available in each classroom (translated). Parents self-nominate or are nominated by a teacher. The election takes place with a paper ballot during goal setting conference week. Ballots are counted by a parent.

Teachers are elected by teachers at a staff meeting.
 Other staff are elected by other staff at a meeting.

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

c. Procedure for replacing a member

- 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 2008-2009
 BROOKHURST ELEMENTARY SCHOOL
 SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**

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

Name of Members (Elementary: Minimum=10) (Secondary: Minimum=12)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
1. Lynn Cudd	<input checked="" type="checkbox"/>				
2. Irene Komar		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Carol Baty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Diane Mayfield		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Becky DeBoer		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sharon Kleiter		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Veronica Powers		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Elaina Hernandez		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Adriana Calzada		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Phillip Buckley		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Virginia Ferro		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Melinda Toma		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	4	1	6	
Totals must be equal on both sides:	Total= 6			Total= 6	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
BROOKHURST ELEMENTARY SCHOOL**

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

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

<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 election is taken place with a paper ballot during goal setting conferences. Ballots are counted by a parent.</p> <p>b. Members' terms of office: Members will serve one- or two-year terms.</p> <p>c. Procedure for replacing a member:</p> <ol style="list-style-type: none">1. 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 2008-2009
BROOKHURST ELEMENTARY SCHOOL
SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER**

A school with 21 or more English Learners (EL) must have a functioning English Learners Advisory Committee (ELAC). The size of the ongoing committee should reflect the number of ELs in the school.

Name of Members		Principal	Classroom Teacher	Other School Staff	Secondary Student	Parent or Community Member	English Learner Parent
1.	Lynn Cudd	<input checked="" type="checkbox"/>					
2.	Marina Larios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Tuyet Hong Le	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Gelacia Peralta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Yazmin Valerio		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Maria Gallardo		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Nga Dao		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Diem Nguyen		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Paulina Morgan		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Aura Garcia		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Jenny Kuo		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Jose Ibarra		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.	Maria Ibarra		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.	Irma Rivera		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15.	Cresencia Pule		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.	Alonso Ramirez		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Sharon Kleiter		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Carol Baty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Stacie Parra		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of ELAC represented by parents of English learners (% should be greater than below):							83%
Percentage of English learners at the school:							56.96%

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 BROOKHURST ELEMENTARY SCHOOL
 SECTION F: PLAN APPROVAL PAGE**

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures “that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement, for schools participating in programs funded through the consolidated application process, and any other school program they choose to include.”
3. School plans must be developed “with review, certification, and advice of any applicable school advisory committees.” The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check all those that apply):
 - English Learner Advisory Committee (ELAC)
 - 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: December 11, 2008.

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Lynn Cudd		
SSC Chairperson			

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 BROOKHURST ELEMENTARY SCHOOL**

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Irene Komar			
Carol Baty			
Diane Mayfield			
Becky DeBoer			
Sharon Kleiter			
Veronica Powers			
Elaina Hernandez			
Adirana Calzada			
Phillip Buckley			
Virginia Ferro			
Melinda Toma			

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
BROOKHURST ELEMENTARY SCHOOL**

SECTION F: RECOMMENDATIONS AND ASSURANCES

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
CLASSIFIED	Typed Name of Classified Person	Signature	Date
PRINCIPAL	Typed Name of Principal	Signature	Date
	Lynn Cudd		