

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



2008-2009 Single Plan for Student Achievement for Carver 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.

Approved: February 17, 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.

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

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• A planned activity is not supported by staff, parents, or students.	revision to K-12 Educational Services
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Based on Preliminary Budget

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SECTION C: FUNDING FOR CENTRALIZED SERVICES**

FUNDING SOURCE(S)	DIRECT CATEGORICAL SUPPORT SERVICES	DESCRIPTION OF SERVICES TO BE PROVIDED
EIA Title III	\$ \$	The Assessment and Registration Center (ARC) assists individual teachers and principals in providing initial assessment, organizing and conducting reclassification testing, translating, providing immunization and physicals, and assisting school staffs in meeting the needs of English Learners.
EIA SLI Title I Title II	\$ \$ \$ \$	Staff development is provided by Teachers on Special Assignment (TOSAs) such as: implementing standards-based instructional strategies, literacy development across the curriculum, mathematics, language acquisition for English Learners, and other content area strategies.
FUNDING SOURCE(S)	SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES	DESCRIPTION OF SERVICES TO BE PROVIDED
EIA SLI Title I	\$ \$ \$	Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following: <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
EIA SLI Title I	\$ \$ \$	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.

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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.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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SECTION C: DESCRIPTION OF CENTRALIZED SERVICES**

DIRECT 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 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.
- 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.
- Straight Talk counselors provide counseling services.

Based on Preliminary Budget

GARDEN GROVE UNIFIED SCHOOL DISTRICT SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009 CARVER 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.	\$72,572.00	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.	\$TBA		<input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input checked="" type="checkbox"/> English Language Aquisition Program (ELAP) <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards.	\$20,025.00		<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 Block Grant <u>Purpose:</u> Supports physical education and visual and performing arts instructional programs.	\$TBA		<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		<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.	\$		<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.	\$92,146.00		FEDERALLY FUNDED PROGRAMS	<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> Title I, Part A: 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.			

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 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)
6400	Copier and equipment	Title 1	ELA 1 and 2	1	\$11,000
4400	Computer	Title 1	ELA 1	10	\$9500
4400	ELMO and equipment	Title 1	ELA 1	5	\$15,000

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 SECTION D: CATEGORICAL PERSONNEL**

Type and cells will expand.

Title of Position	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I and SLI funded positions
Instructional Aide	37.5%	1	EIA/LEP	Goal 1 and 2
SCL Wkr BL Sp	43.75%	1	EIA/LEP	Goal 2
School Testing Clerk	43.75%	1	EIA/LEP	Goal 1 and Goal 2
Sch Office Clerk	5.36%	1	SLI	Goal 1
Instructional Aide	37.5%	1	Title I	Goal 1
CRA	43.75%	1	Title I	Goal 1
Library Media Tech	18.77%	1	Title I	Goal 1
School Testing Clerk	8.75%	1	Title I	Goal 2
School Testing Clerk	4.38%	1	ELAP	XXX

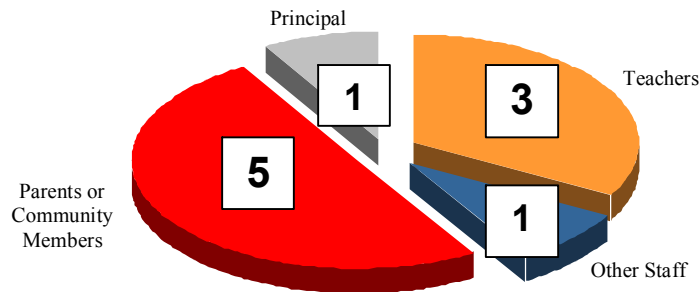
*The type and number of categorical positions will change according to needs and budget. This figure reflects what will be in place for the current school year. Adjustments will be made to these figures as needs arise.

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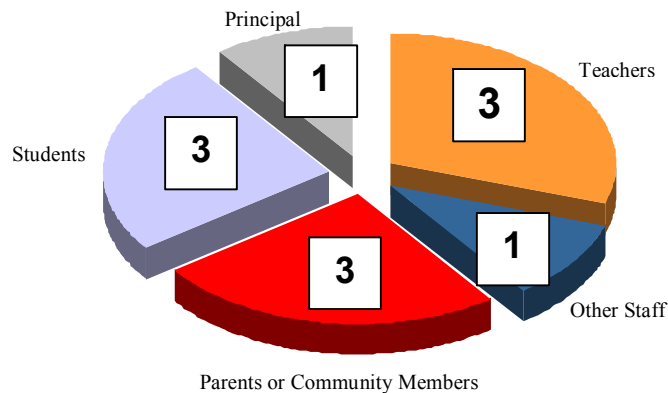
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



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

a. Peer selection process: A School Site Council has been formed at Carver. A peer selection process was initially developed and continues to be used. Parents, teachers and other staff members nominated and voted on candidates selected by their respective groups.

Back To School Night Election: In a letter, information is given to parents for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared, collected in the multipurpose room where ballots/votes will be collected. Parents from the past SSC Council and the principal count the ballots.

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

c. Procedure for replacing a member:

1. If for any reason a member is not able to continue on the SITE Council, he/she will be replaced through a peer selection process. Parents, teachers and other staff members will nominate and select their representatives. Each one selected will begin the two-year term of office at that time.

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 SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**

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

Name of Members (Elementary: Minimum=10) (Secondary: Minimum=12)		Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
1.	Jan Schmidt	<input checked="" type="checkbox"/>				
2.	Nikki Arce		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Deanne Murillo		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Heather Tarango		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Joanne Callas		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Marilyn Gamst		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Alicia Hernandez		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Marisela Hernandez		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Elba Vergara		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Erendida Trujillo		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.	Olga Andrade		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Rosalie Ortiz		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13.	Yolanda Reveles		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Edith Santana		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category		1	5	1	7	
Totals must be equal on both sides:		Total= 7			Total= 7	

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

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

<p><i>Composition of English Learner Advisory Committee</i></p> <p>COMPOSITION REQUIREMENTS</p> <p><i>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</i></p>	<p>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</p> <p>a. Voting Process by parents of English learners: An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee.</p> <p>1. <u>Ballot By Mail:</u> In a letter, sent to all parents, a form for self-nomination is included with the candidates listed. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC and the principal handle this process and count the ballots.</p> <p>b. Members' terms of office: Members will serve one- or two-year terms.</p> <p>c. Procedure for replacing a member:</p> <p>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.</p>
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SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

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

Name of Members		Principal	Classroom Teacher	Other School Staff	Secondary Student	Parent or Community Member	English Learner Parent
1.	Jan Schmidt	<input checked="" type="checkbox"/>					
2.	Elba Vergara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Erendida Trujillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Marilyn Gamst		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Olga Andrade		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Heather Tarango		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Deanne Murillo		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Alicia Hernandez		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Joanne Callas		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Marisela Hernandez		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Rosalie Ortiz		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Yolanda Reveles		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13.	Edith Santana		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.			<input 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):							59%
Percentage of English learners at the school:							55.02%

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 CARVER 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):
 - X English Learner Advisory Committee (ELAC)
 - X Community Advisory Committee (CAC) for Special Education Programs
 - X Gifted and Talented Education (GATE) Program Advisory Committee
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: November 5, 2008.

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Jan Schmidt		
SSC Chairperson	Joanne Callas		

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

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Nikki Arce		
Teacher	Deanne Murillo		
Teacher	Marilyn Gamst		
Community Liaison	Olga Andrade		
Parent	Alicia Hernandez		
Parent	Marisela Hernandez		
Parent	Elba Vergara		
Parent	Erendida Trujillo		
Parent	Rosalie Ortiz		
Parent	Yolanda Reveles		
Parent	Edith Santana		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
CARVER 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
	Joanne Callas		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Alicia Hernandez		
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Olga Andrade		
PRINCIPAL	Typed Name of Principal	Signature	Date
	Jan Schmidt		