

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



2008-2009

Single Plan for Student Achievement

for

Enders 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.

Board Approved: March 17, 2009

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

**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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ENDERS ELEMENTARY SCHOOL**

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

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

SCHOOL ACTION PLAN – 2008/09

ENDERS ELEMENTARY SCHOOL

DISTRICT GOAL 1

SCHOOL WIDE GOALS

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

CURRENT SCHOOL DATA

SUBGROUP	ENGLISH LANGUAGE ARTS GROWTH REQUIRED			MATH GROWTH REQUIRED		
	2008	2009		2008	2009	
School Wide	53.50	61.30	7.80	62.30	68.6	6.30
Asian						
Hispanic	37.90	46.00	8.10	48.90	57.40	8.50
White	54.90	62.40	7.50	61.90	68.30	6.40
SED	42.30	46.0	3.70	47.20	47.50	.30
EL						

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Increased fidelity to programs | <input checked="" type="checkbox"/> More frequent progress monitoring |
| <input checked="" type="checkbox"/> Increased use of differentiation | <input checked="" type="checkbox"/> More frequent specific interactions with parents |
| <input checked="" type="checkbox"/> Increased use of systematic intervention | <input checked="" type="checkbox"/> Use of effective instruction |
| <input checked="" type="checkbox"/> Increased student engagement | |

Site specific area(s) for growth include:

ENGLISH LANGUAGE ARTS ACTION STEPS

Based on the 2007/08 CST report, 46.5% of students scored below proficiency, and 35% of students did not move up a band, on the CST English Language Arts. In order to meet District Goal 1, training and implementation will be focused on the areas indicated below:

English Language Arts Action Plan 1 (ELA Plan 1)

- | | |
|--|--|
| <input type="checkbox"/> Academic Vocabulary | <input checked="" type="checkbox"/> Teaming or SWIM |
| <input checked="" type="checkbox"/> Direct Instruction | <input checked="" type="checkbox"/> Thinking Maps |
| <input type="checkbox"/> Early Intervention | <input checked="" type="checkbox"/> Universal Access with Differentiated Instruction |
| <input checked="" type="checkbox"/> English Now! | <input checked="" type="checkbox"/> Write from the Beginning |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced Training | |
| <input checked="" type="checkbox"/> Language! | <input checked="" type="checkbox"/> After School Intervention |

English Language Arts Action Plan 2 (ELA Plan 2)

Site specific action steps include:

Progress Monitoring – Kindergarten

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

- | | |
|---|---|
| <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Leveled Reading Passages |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |

Language! Content Mastery Tests

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – First Grade

Data from CLA reveals that first grade students in the English only subgroup need assistance in blending. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks

CLA

DIBELS

Language! Content Mastery Tests

Leveled Reading Passages

On-Demand Writing Prompts

Report Card Data

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – Second Grade

Data from CST reveals that second grade students in the English only subgroup need assistance in Written Conventions. In order to ensure that all students meet District Goal 1, progress will be monitored through:

Benchmarks

CLA

DIBELS

Language! Content Mastery Tests

Leveled Reading Passages

On-Demand Writing Prompts

Report Card Data

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – Third Grade

Strand data found on the CST report reveals that third grade students in the Hispanic/Latino subgroup incorrectly answered 82% of the Reading Comprehension (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

DIBELS

Language! Content Mastery Tests

Leveled Reading Passages

On-Demand Writing Prompts

Report Card Data

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – Fourth Grade

Strand data found on the CST report reveals that fourth grade students in the English only subgroup incorrectly answered 39% of the Literary Response and Analysis (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

DIBELS

Language! Content Mastery Tests

Leveled Reading Passages

On-Demand Writing Prompts

Report Card Data

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – Fifth Grade

Strand data found on the CST report reveals that fifth grade students in the Hispanic/Latino subgroup incorrectly answered 46% of the Reading Comprehension (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

DIBELS

Language! Content Mastery Tests

Leveled Reading Passages

On-Demand Writing Prompts

Report Card Data

Theme Skills Tests

Site specific monitoring tools include:

Progress Monitoring – Sixth Grade

Strand data found on the CST Cluster report reveals that sixth grade students in the English only subgroup incorrectly answered 28% of the Writing Conventions (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Leveled Reading Passages |
| <input type="checkbox"/> CLA | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |

Site specific monitoring tools include:

MATH ACTION STEPS

Based on the 2007/08 CST report, 37.7% 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)

- Differentiated Instruction
- Direct Instruction
- Project G – Instructional Delivery Model
- Project G – Math Pilot
- After School Intervention

Math Action Plan 2 (MA Plan 2)

Site specific action steps include:

Progress Monitoring – Kindergarten

Data from Kindergarten assessments reveals that kindergarten students in the English only subgroup need assistance in Number Sense. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input type="checkbox"/> Benchmarks | <input type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – First Grade

Data from Math Benchmarks reveals that first grade students in the English only subgroup need assistance in Mathematical Reasoning. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – Second Grade

Data from CST Cluster Reports reveals that second grade students in the SED subgroup need assistance in Multiplication, Division, and Fractions. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – Third Grade

Strand data found on the CST Math report reveals that third grade students in the English only subgroup incorrectly answered 25% 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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – Fourth Grade

Strand data found on the CST Math report reveals that fourth grade students in the English only subgroup incorrectly answered 20% of the Decimals, Fractions, and Negative Numbers (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – Fifth Grade

Strand data found on the CST Math report reveals that fifth grade students in the SED subgroup incorrectly answered 67% of the Estimation, Percents, and Factoring (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

Progress Monitoring – Sixth Grade

Strand data found on the CST Math report reveals that sixth grade students in the English only subgroup incorrectly answered 32% of the Algebra and Functions (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Math Facts | <input checked="" type="checkbox"/> Report Card Data |
| <input checked="" type="checkbox"/> Benchmarks | <input type="checkbox"/> Timed Tests |
| <input checked="" type="checkbox"/> Math Chapter and Unit Tests | |

Site specific monitoring will include:

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

ENDERS ELEMENTARY SCHOOL

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

- Use of effective instructional strategies for ELD
- Increased focus on vocabulary development in the content areas
- Increased fidelity to ELD curriculum
- Increased opportunities for students to be engaged and to practice oral language
- More frequent progress monitoring
- More frequent specific interactions with ELL parents (ELAC)

Site specific area(s) for growth include:

ENGLISH LANGUAGE LEARNER ACTION STEPS

Based on the 2007/08 CELDT report, 39% of English Language Learner students did not make growth due primarily to the area of Writing (listening/speaking/reading/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)

- | | |
|--|--|
| <input type="checkbox"/> Academic Vocabulary | <input checked="" type="checkbox"/> Teaming or SWIM |
| <input type="checkbox"/> Early Intervention | <input checked="" type="checkbox"/> Thinking Maps |
| <input checked="" type="checkbox"/> English Now! | <input checked="" type="checkbox"/> Universal Access and Differentiated Instruction |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced | <input checked="" type="checkbox"/> Universal Access within Comprehensive ELA Instruction Time |
| <input checked="" type="checkbox"/> <i>Language!</i> | <input checked="" type="checkbox"/> Write from the Beginning |
| <input type="checkbox"/> Systematic English Language Development | |

English Language Learner Action Plan 2 (ELL Plan 2)

Site specific action steps include:

Progress Monitoring – Primary Grades

- | | |
|---|---|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input checked="" type="checkbox"/> Quality Instruction and Progress Monitoring in Phonemic Awareness and Phonics Areas |
| <input type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |
| <input checked="" type="checkbox"/> On-Demand Writing Prompts | <input type="checkbox"/> Written Language Progress Monitoring of Early Literacy |
| <input checked="" type="checkbox"/> Oral Language Probes | |

Site specific monitoring will include:

Progress Monitoring – Upper Grades

- | | |
|---|--|
| <input checked="" type="checkbox"/> Benchmarks | <input checked="" type="checkbox"/> Oral Language Progress Monitoring |
| <input checked="" type="checkbox"/> CLA | <input type="checkbox"/> Quality Instruction and Progress Monitoring in Phonemic Awareness and Phonics Areas |
| <input type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Report Card Data |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input checked="" type="checkbox"/> Theme Skills Tests |
| <input checked="" type="checkbox"/> On-Demand Writing Prompts | <input type="checkbox"/> Written Language Progress Monitoring of Early Literacy |
| <input checked="" type="checkbox"/> Oral Language Probes | |

Site specific monitoring will include:

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

ENDERS ELEMENTARY SCHOOL

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)

- | | |
|--|---|
| <input checked="" type="checkbox"/> AVID Path | <input checked="" type="checkbox"/> Parent Involvement |
| <input type="checkbox"/> Boys and Girls Club Partnerships | <input checked="" type="checkbox"/> Pre-K to K Transitions |
| <input checked="" type="checkbox"/> Building Relationships with Students, Parents, and Staff | <input checked="" type="checkbox"/> Student Goal Setting |
| <input type="checkbox"/> Habits of a Scholar | <input checked="" type="checkbox"/> Student Mentoring |
| | <input checked="" type="checkbox"/> 10 Educational Commandments for Parents |

School Climate Action Plan 2 (SC Plan 2)

Site specific action steps include:

Please refer to:

- Parent Involvement Plan
- Positive Behavior Plan
- Safe Schools Plan

Progress Monitoring

- Behavioral Referral Data
- California Healthy Kids Survey Data
- Data Discussions
- Parent Conference
- Parent Survey
- Volunteer/Visitor Sign-In Sheet

Site specific monitoring will include:

SCHOOL PARENTAL INVOLVEMENT POLICY

2008-2009

ALL SCHOOLS

Part I General Expectations

(Enders) agrees to implement the following statutory requirements:

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

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

ALL SCHOOLS

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

1. (Enders) 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 <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
Recruitment of Parents		
Teacher/staff recommendations:	<i>In the Fall, collect recommendations for 2-3 parents from teachers that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal and teachers.</i>	X
Invite actively involved parents:	<i>Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)</i>	
Personal phone calls:	<i>Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate. Use bilingual school staff to make phone calls to parents.</i>	
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, school website, flyers, etc.) We will provide all information in the school's major home languages.</i>	
{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 parent committee (or create 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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

2. (Enders) 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)]		
<i>[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.]</i>		
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 at 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. {Insert how the school will disseminate the information- e.g., newsletter, separate document mailing, etc.}</i>	X
Teleparent:	<i>Use Teleparent to inform parents of: 1) the availability of parent involvement opportunities, and 2) distribution of the School Parental Involvement Policy and School- Parent Compact</i>	X
Sending home documents:	<i>The Policy and Parent Compact will be distributed in our Opening Packet that goes out to the parents at the beginning of the school year.</i>	X
Requiring a parent signature:	<i>Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact. Offer incentives for students who return documents in a timely manner.</i>	X
{Other}		
Distribution of School Parental Involvement Policy to Local Community		
District website:	<i>Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.</i>	X
School office:	<i>Copies will be displayed in the office on the office Bulletin Board.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

3. (Enders) 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>There will be biannual meetings that will go over the policies for the coming year and the next school year.</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, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.</i>	X
Special committee:	<i>Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel, 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
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

4. (Enders) will hold a flexible number of meetings at varying times		
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. We will offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). We will use the Parent Needs Assessment to determine the optimal scheduling of meetings. (Bi-annually)</i>	X
Parent Needs Assessment:	<i>We will assess parent needs (e.g., scheduling of meetings, training topics, child care, transportation, and translation/interpretation) using the annual Parent Needs Assessment.</i>	X
Invitation:	<i>We will send an invitation to parents with details regarding the content and usefulness of the meeting.</i>	X
Arrangements for child care, translation/interpretation, transportation.	<i>We will assist with arranging for child care, translation/interpretation, and transportation as needed. We will provide parents with information regarding these services with each invitation to special events, meetings, and trainings.</i>	X
{Other}		
Funding of Parental Involvement Expenses		
Non- Title I schools:	<i>We will 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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

5. (Enders) 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, 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 such as Parent Education, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).</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, school or topic specific trainings, etc.).</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
Progress monitoring and communication:	<i>Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, Teleparent, Parent Portal from Power School, etc.).</i>	
District Goal #1 and #2:	<i>Familiarize all parents with District Goals #1 and #2. Goals on display in the school office.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

6. (Enders) 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. If requested, the school will plan to form a committee that will meet in conjunction with SSC meetings, either before or after the SSC's regularly scheduled meetings.</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 related to the education of their children. This will occur at our Parent Education trainings.</i>	
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 school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.</i>	X
{Other}		
Responding to Suggestions		
Opportunity to provide input:	<i>Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher or school principal).</i>	X
Timeline for resolution:	<i>Provide parents with an expected timeline for resolution of a problem or complaint.</i>	x
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
Responding:	<i>Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

7. (Enders) 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 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
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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

ALL SCHOOLS

Part III Shared Responsibilities for High Student Academic Achievement

<p>1. (Enders) 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. (Enders) 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. (Enders) 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

	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							
	Doughnuts with Principal (Quarterly)	Presented by the principal and guest speakers. Topics focus on student achievement, working with children at home, and other various based on parent input and needs assessment. Questions and answer session with the principal. Interpreters available.	X	X	X	Parents attend meetings to learn about ways they can support their children’s learning.	Organized by principal. Special guest speakers and teachers.
	School Carnival School Social Book Fair	Funds raised by these events will help to support the costs of enriching students’ educational experience (e.g., standard-based field trips and assemblies).	X			Organized by Parent-teacher organization. Attended by families and community.	Organized by PTA and school personnel

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

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.	Principal Teachers
Transition Meeting Fall	Parents and students of Kindergarten 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
Spirit Events	The school will plan ways to celebrate various Spirit Events.	X			Parents can assist in the development of school events.	Student Council and Advisors
Project Inspire- March – May 2009 (7 weeks) Tues & Thurs 8:30-11:30AM (Spanish- Room 23)	Parents attend classes to learn about topics from 12 modules. Taught by a representative from the CAFE organization. Classes include information such as: working with teachers, communication, technology, the US public education system, No Child Left Behind, school governance, etc. Classes taught in Spanish.	X	X	X	Parents attend classes for all 12 modules. Parents receiving level 2 training are qualified to receive level 3 classes which will allow them to become parent trainers.	K-12 Educational Services/Outreach and CAFE
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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

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}
	College Information Nights October: High school February: Intermediate April: Elementary	Parents will hear district counselors present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available.	X	X		Parents attend to gather information that will help prepare their children for college.	K-12 Educational Services and Outreach
	College Fair October: High school only	College Fair: Parents and students can meet with college representatives and gather information. Special presentation for parents of students in special education programs will be offered immediately preceding the high school College Fair. Interpreters available. Childcare available.	X	X		Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.	K-12 Educational Services and Outreach
	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
	Family Literacy/ REACH for Success	Offered at 10 sites in the district. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Childcare also available for children ages 3 and up- providing educational enrichment activities.			X	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.	Boys and Girls Clubs of Garden Grove
	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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

4. (Enders) 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 that 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 required on the School-Parent Compact.</i>	X
Teleparent:	<i>Use Teleparent to inform parents of the availability of parent involvement, policy, and School-Parent Compact documents. School community liaisons or other school personnel can record broadcasts in different languages.</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 in the Opening Day packet.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

<p>5. (Enders) 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)]</p>		
<p><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></p>		
Action:	Description:	Mark an X
<p>Educating School Personnel in How to Work with Parents as Partners</p>		
<p>Educating school personnel: {Revise/add bullets as necessary}</p>	<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>Reaching out to parents and addressing barriers to parent involvement</i> • <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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

6. (Enders) 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)]		
<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
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. {List coordinated programs}</i></p> <ul style="list-style-type: none"> ○ <i>Open House and Back to School Night</i> ○ <i>Parent-teacher conferences</i> ○ <i>Grade Level Specific Meetings</i> ○ <i>Kindergarten Orientation meeting</i> ○ <i>Retention Meeting 3rd / 6th grade</i> ○ <i>Formal parent committees (e.g., ELAC, SSC, DELAC)</i> ○ <i>Schoolwide Habitat Supported by Teacher/Parent/Student</i> 	X
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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

7. (Enders) 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. (Enders) 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 Accessibilities 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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

ALL SCHOOLS

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)]

Enders is committed to arranging school meetings at a variety of times (mornings, afternoons and evenings). Parental involvement is encouraged and Enders provides a wide variety of activities allowing for parent participation at all levels. Every Enders family is important. They will be heard and their needs will be addressed.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

ALL SCHOOLS

Part V Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:
[Two parents, principal, and a teacher were involved in putting together and refining a Parental Involvement Policy that would include all the parents at Enders. The policy was presented at our School Site Council Meeting November 14, 2008 and was approved by the entire council.]

This policy was adopted by **(Enders Elementary)** on **(11/14/08)** and will be in effect for the period of **(2008-09)**. The school will distribute this policy to all parents on or before **(9/12/09)**. It will be made available to the local community on or before **(9/12/09)**. **(Enders Elementary)**'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 Gloria Spelber _____

Date Nov. 14, 2008 _____

Signature of ELAC Chairperson Jennifer Malone _____

Date Nov. 14, 2008 _____

Signature of SSC Chairperson __JoLynn Glisson _____

Date Nov. 14, 2008 _____

Signatures of Parent Involvement Policy Committee Members:

Jennifer Brady
Kim Sumners
Jeannie Long

SSC Approval Date November 14, 2008
Board Approval Date March 17, 2009

ENDERS ELEMENTARY SCHOOL
PARENT/SCHOOL COMPACT

1. We, the school staff, will **provide high-quality curriculum and instruction.**
2. We, the school staff, **understand the importance of ongoing communication between parents and school through, at a minimum, Student LED Conferences.**
3. We, as parents, will **support our child's learning, and 1) support the school discipline plan, 2) know my child's academic strengths and needs and support my child in meeting the district goals, 3) know my child's grade level, teacher name, and classroom number.**

Student Conduct Expectations

We are proud of our student body at Enders and we expect the following minimum acceptable standards of behavior for all students. **1) Show respect for all staff and students. 2) Cooperate in the classroom and during school activities. 3) Respect the property and rights of other people and the school. (Keep hands and feet to oneself.) No physical contact. 4) Follow all school and classroom rules. 5) Follow all rules as outlined in District Handbook.**

Harassment/Bullying Policy

Enders prohibits any harassment/bullying of any nature including teasing, intimidating, and pestering behaviors. These actions will not be tolerated and may result in suspension.

Suspension

In order to maintain positive student interaction, and to ensure the safety of all students at school, it may be necessary to suspend students from school for certain actions; including but not limited to: **Fighting regardless of who started it, drug/alcohol/tobacco possession, defiance of authority, classroom disruption, and harassment.** Students who are repeatedly unable to maintain appropriate behavior may be recommended to the District Discipline Committee for transfer to another District school or expulsion from the District.

Dress Code

Enders and the Board of Education expect students to act and dress in a manner appropriate for study and educational advancement. Personal grooming and dress should be neat, clean, and appropriate. **No make-up allowed.** Students need to wear shoes that are closed at the toes and heels and be appropriate for P.E. Pierced earrings should be small studs or hoops covering the ear lobe. Dangling earrings are not allowed due to safety reasons.

Unacceptable Clothing Styles

1) Bare midriff. 2) Torn or tattered clothing. 3) Excessively oversized pants or extremely tight pants. 4) Halter top, spaghetti straps, or tops with low necklines. 5) Any clothing which allows undergarments to be exposed. 6) T-shirts with any negative connotations.

Unacceptable Symbols, Slogans, or Accessories

1) Dangling belts/chains. 2) Hair nets, bandannas, etc. 3) Colored hair, not in the range of natural hair colors.

Students who must wear a hat for protection from the sun, may wear a plain or sports-related hat; no hoods worn except when it rains.

Essentially, any clothing or accessory is excluded that causes a distraction, disturbance, or that can create a health/safety hazard.

Prohibited Items on School Campus/Buses

1) CD/DVD players. 2) Cell phones/Pagers (while on school grounds). 3) IPOD's, MP3's and Radios. 4) Cameras. 5) Video games. 6) Laser pens/shock pens. 7) Weapons or toy weapons. 8) Over-the-counter medications or pills. 9) Animals, pets, etc. 10) Skateboards, scooters, heeie shoes—are not allowed on campus at any time in accordance with the California Penal Code. 11) Toys, balls, etc.

Drop-off and Pick-up Procedures

For safety purposes, students should not arrive earlier than 8:20 a.m. for early birds and upper grade. Late-bird students should arrive promptly at 9:35. Students need to wait calmly in designated areas before school and while waiting to be picked up by an authorized adult.

Detach and return bottom portion to student's teacher.

I have read and discussed the rules outlined in both the Enders Parent/School Compact and the Garden Grove Unified School District Handbook with my child.

Parent's Signature

Student's Signature

Date

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
ENDERS ELEMENTARY SCHOOL
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	\$2,892 \$2,170 \$0 \$2,207 \$2,351	Teachers on Special Assignment (TOSAs) provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include: <ul style="list-style-type: none"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies
EIA Title I Title III	\$1,238 \$0 \$467	Parent and Community Outreach works as a division of the Department of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include: <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
Title I	\$0	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
EIA	\$784	CELDT proctors administer the annual California English Language Development Test (CELDT). During the summer, staff from the Mini Assessment Center administer the test to assess new student enrollees.
EIA	\$256	The Clinic provides immunizations, physicals, and assists in meeting the health needs of students.
FUNDING SOURCE(S)		INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
EIA SLI Title I Title II	\$1,657 \$8,681 \$0 \$179	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	\$3,434	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.
EIA SLI Title I	\$76 \$656 \$0	Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District's evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school.
Title I	\$0	School sites may be provided a clerk to support the objectives of Title I programs.

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

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.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
ENDERS ELEMENTARY SCHOOL
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 ENDERS 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.	\$83,460	<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 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.	\$10,765	<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 type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.		<input checked="" type="checkbox"/> 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 type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.		<input checked="" type="checkbox"/> Title II, Part 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
 ENDERS 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	Computers	SLI	Action Plan 1 – ELA	10	\$10,000.00
4400	Elmos	SLI	Action Plan 1 – ELA	4	\$2,400.00
4400	LCD Projectors	SLI	Action Plan 1 – ELA	4	\$2,600.00

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

Type and cells will expand.

Title of Position	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I an SLI funded positions
IA-A LEP BL SP	37.50%	1	EIA/LEP	EL Plan 1
SCH TESTING CLK	4.38%	1	EIA/LEP	EL Plan 1
CRA INSTR	43.75%	1	SLI	Plan 1 - ELA
LIB MEDIA TEC	21.88%	1	SLI	Plan 1 - ELA
SCH TESTING CLK	17.5%	1	SLI - Cent. Svs.	XX

*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

CATEGORICAL BUDGET NARRATIVE						
2008 -2009 (Preliminary)						
School	ENDERS					
Object	Description	SLI	Title I	ELAP	EIA	Total
	Preliminary Award	36,856		7,872		44,728
	Prior Year Carryover	46,604		2,893		49,497
	Total	83,460	-	10,765	-	94,225
Amount to be allocated to object codes						
Instruction						
1110	Regular Teacher					0.00
1130	Teacher Hourly					0.00
1133	St Dev Certificated	6407.00				6407.00
1140	Substitute	6510.00				6510.00
1163	PTCT - Staff Dev					0.00
1165	PTCT					0.00
2110	Instructional Aide					0.00
2113	Instructional Aide St Dev					0.00
2190	Other Instr Computer (CRA)	15585.00				15585.00
2193	CRA St Dev					0.00
3101	STRS	798.00				798.00
3202	PERS					0.00
3313	MCARE Cert	191.00				191.00
3314	MCARE Classified	226.00				226.00
3355	OASDI Cert	205.00				205.00
3356	OASDI Classified	967.00				967.00
3401	Health & Welfare Cert					0.00
3501	SUI Cert	41.00				41.00
3502	SUI Classified	47.00				47.00
3601	Worker's Comp Cert	327.00				327.00
3602	Worker's Comp Classified	390.00				390.00
3751	OPEB Cert	81.00				81.00
3752	OPEB Classified	94.00				94.00
3753	OPEB Normal Cert					0.00
3754	OPEB Normal Classified					0.00
3801	PERS Reduction Cert					0.00
3802	PERS Reduction Classified					0.00
3808	PERS Reduction Offset					0.00
4210	Other Books					0.00
4300	Materials & Supplies	35844.00		10765.00		46609.00
4390	Contingency	4174.00				4174.00
4400	Non-capitalized Equip					0.00
5230	Conferences					0.00
5610	Rental & Leases					0.00
5711	Printing Services					0.00
5714	Postage Meter					0.00
5721	Info systems Svs					0.00
5800	Services & Other Expenses					0.00
5810	Professional/Consulting					0.00
6400	Equipment New					0.00
Inst Svcpn						
1920	TOSA					0.00
1923	TOSA St Dev					0.00
1940	Teacher Grants & Stipends					0.00
1980	Employee Contrator					0.00
3101	STRS					0.00
3313	MCARE Cert					0.00
3401	Health & Welfare Cert					0.00
3501	SUI Cert					0.00
3601	Worker's Comp Cert					0.00
3751	OPEB Cert					0.00
3753	OPEB Normal Cert					0.00
Health						
1240	Nurse					0.00
1243	Nurse St Dev					0.00
2283	Health Aide St Dev					0.00
2285	Health Aide					0.00
3101	STRS					0.00
3313	MCARE Cert					0.00
3314	MCARE Classified					0.00
3356	OASDI Classified					0.00
3401	Health & Welfare Cert					0.00
3501	SUI Cert					0.00
3502	SUI Classified					0.00
3601	Worker's Comp Cert					0.00
3602	Worker's Comp Classified					0.00
3751	OPEB Cert					0.00
3752	OPEB Classified					0.00

GARDEN GROVE UNIFIED SCHOOL DISTRICT

	3753	OPEB Normal Cert					0.00
	3754	OPEB Normal Classified					0.00
School Adm.							
	2410	Clerk					0.00
	2413	Clerk St Dev					0.00
	2420	Sub Clerk					0.00
	3202	PERS					0.00
	3314	MCARE Classified					0.00
	3356	OASDI Classified					0.00
	3502	SUI Classified					0.00
	3602	Worker's Comp Classified					0.00
	3752	OPEB Classified					0.00
	3802	PERS Reduction Classified					0.00
	3808	PERS Reduction Offset					0.00
	4300	Materials & Supplies					0.00
	4400	Non-capitalized Equip					0.00
	5711	Printing Services					0.00
	5714	Postage Meter					0.00
	5900	Stamps					0.00
	5910	Phones	408.00				408.00
Lib/Media							
	2283	Library/Media Tech St Dev					0.00
	2285	Library/Media Tech	7214.00				7214.00
	3202	PERS					0.00
	3314	MCARE Classified	105.00				105.00
	3356	OASDI Classified	448.00				448.00
	3502	SUI Classified	22.00				22.00
	3602	Worker's Comp Classified	181.00				181.00
	3752	OPEB Classified	44.00				44.00
	3802	PERS Reduction Classified					0.00
	3808	PERS Reduction Offset					0.00
	4210	Other Books					0.00
	4300	Materials and Supplies					0.00
	4400	Non-capitalized Equip					0.00
	5230	Conferences					0.00
	5800	Services & Other Expenses					0.00
Parent Ed							
	1990	Other Certificated					0.00
	2990	Other Classified					0.00
	3101	STRS					0.00
	3202	PERS					0.00
	3313	MCARE Cert					0.00
	3314	MCARE Classified					0.00
	3356	OASDI Classified					0.00
	3501	SUI Cert					0.00
	3502	SUI Classified					0.00
	3601	Worker's Comp Cert					0.00
	3602	Worker's Comp Classified					0.00
	3751	OPEB Cert					0.00
	3752	OPEB Classified					0.00
	3802	PERS Reduction Classified					0.00
	3808	PERS Reduction Offset					0.00
	4210	Other Books					0.00
	4300	Materials & Supplies					0.00
	5711	Printing Services					0.00
	5714	Postage Meter					0.00
	5715	Spec Trips Transportation					0.00
	5900	Stamps					0.00
Staff Dev							
	1910	St Dev Certificated					0.00
	3101	STRS					0.00
	3313	MCARE Cert					0.00
	3501	SUI Cert					0.00
	3601	Worker's Comp Cert					0.00
	4210	Other Books					0.00
	4300	Materials & Supplies					0.00
	4390	Contingency					0.00
	5230	Conferences					0.00
	5810	Professional/Consulting					0.00
Inst Staff Dev							
	1133	Teacher Hourly					0.00
	1140	Substitute					0.00
	1143	Substitute St Dev					0.00
	2113	Instructional Aide St Dev					0.00
	3101	STRS					0.00
	3201	PERS Cert					0.00
	3202	PERS Classified					0.00
	3313	MCARE Cert					0.00
	3314	MCARE Classified					0.00
	3355	OASDI Cert					0.00
	3356	OASDI Classified					0.00

GARDEN GROVE UNIFIED SCHOOL DISTRICT

3501	SUI Cert					0.00
3502	SUI Classified					0.00
3601	Worker's Comp Cert					0.00
3602	Worker's Comp Classified					0.00
3751	OPEB Cert					0.00
3752	OPEB Classified					0.00
3801	PERS Reduction Cert					0.00
3802	PERS Reduction Classified					0.00
3807	PERS Reduction Cert Offset					0.00
3808	PERS Reduction Offset					0.00
4210	Other Books					0.00
4300	Materials & Supplies					0.00
4390	Contingency					0.00
5230	Conferences					0.00
Transportation						
5715	Special Trips Trans					0.00
Gen Adm						
7315	Indirect Costs					0.00
Maintenance						
5620	Contract Repairs	2699.00				2699.00
Att/Soc						
2280	School Community Liaison					0.00
2283	Community Liaison St Dev					0.00
3202	PERS					0.00
3314	MCARE Classified					0.00
3356	OASDI Classified					0.00
3502	SUI Classified					0.00
3602	Worker's Comp Classified					0.00
3752	OPEB Classified					0.00
3802	PERS Reduction Classified					0.00
3808	PERS Reduction Offset					0.00
Psych						
1220	Psychologists Salaries					0.00
1223	Psychologists St Dev					0.00
3101	STRS					0.00
3313	MCARE Cert					0.00
3401	Health & Welfare Cert					0.00
3501	SUI Cert					0.00
3601	Worker's Comp Cert					0.00
3751	OPEB Cert					0.00
3753	OPEB Normal Cert					0.00
Pupil Test						
7371	Evaluation	452.00				452.00
Security						
2270	Other Class Support					0.00
3314	MCARE Classified					0.00
3356	OASDI Classified					0.00
3502	SUI Classified					0.00
3602	Worker's Comp Classified					0.00
3752	OPEB Classified					0.00
FAC/ACQ						
6200	Bldgs & Improvement					0.00
Instr AVID						
1140	Substitute					0.00
2950	Student Workers					0.00
3101	STRS					0.00
3313	MCARE Cert					0.00
3314	MCARE Classified					0.00
3355	OASDI Cert					0.00
3356	OASDI Classified					0.00
3501	SUI Cert					0.00
3502	SUI Classified					0.00
3601	Worker's Comp Cert					0.00
3602	Worker's Comp Classified					0.00
3751	OPEB Cert					0.00
3752	OPEB Classified					0.00
5800	Services & Other Expenses					0.00
Instr Spvn AVID						
1140	Substitute					0.00
1940	Teacher Grants & Stipends					0.00
3101	STRS					0.00
3313	MCARE Cert					0.00
3501	SUI Cert					0.00
3601	Worker's Comp Cert					0.00
3751	OPEB Cert					0.00
Guid/Couns						
2410	Clerk					0.00
3202	Pers					0.00
3314	MCARE Classified					0.00
3356	OASDI Classified					0.00
3502	SUI Classified					0.00

GARDEN GROVE UNIFIED SCHOOL DISTRICT

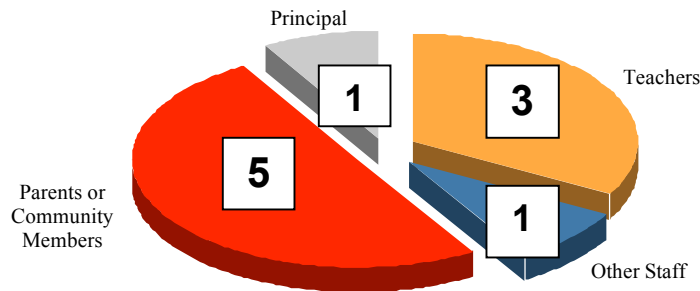
3602	Worker's Comp Classified					0.00
3752	OPEB Classified					0.00
3802	Pers Red					0.00
3808	Pers Red Offset					0.00
5230	Conferences					0.00
5810	Professional/Consulting					0.00
TOTAL ALLOCATION		83460.00	0.00	10765.00	0.00	94225.00
		SLI	Title I	ELAP	EIA	Total
		Balanced	Balanced	Balanced	Balanced	Balanced

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

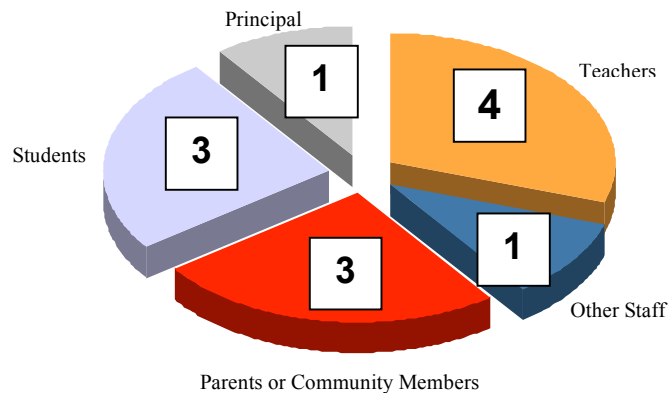
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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: The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school.

1. Back To School Night Election: After all the nominations have been received, parents and school personnel are informed that the election will be held during Back To School Night. Ballots are prepared and a voting station set up for parents and guardians to vote.

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

c. Procedure for replacing a member:

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 ENDERS 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.	Gloria Spelber	<input checked="" type="checkbox"/>				
2.	JoLynn Glisson		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Tricia Holland		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Kris Ringer		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Marissa Jameson		<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
6.	Colleen Beasley		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
7.	Jennifer Brady		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
8.	Rick Guilfoile		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
9.	Colleen May		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
10.	Alice Yoshimura		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.			<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"/>
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	3	1	5	
Totals must be equal on both sides:		Total= 5			Total= 5	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
ENDERS 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>Composition of English Learner Advisory Committee</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>Back To School Night Election:</u> After all the nominations have been received, parents and school personnel are informed that the election will be held during Back To School Night. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote.</p> <p>b. Members' terms of office: Members will serve two-year terms.</p> <p>c. Procedure for replacing a member:</p> <ol style="list-style-type: none">1. Mid-year elections may be held.2. Members are replaced using a peer selection process.3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
ENDERS 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.	Gloria Spelber	<input checked="" type="checkbox"/>					
2.	Jennifer Malone	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Maria Zavala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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):							33%
Percentage of English learners at the school:							10.78%

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
 ENDERS 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 (DSLTL)
4. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to “improve the academic performance of all pupils to the level of the performance goals, as established by the API and AYP.”
8. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.”
9. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic achievement. School goals must be based upon “an analysis of verifiable state data, including the Academic Performance Index (API), Adequate Yearly Progress (AYP), and the English Language Development test, and may include any data voluntarily developed by districts to measure pupil achievement.”
10. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

This school plan was adopted by the school site council at a public meeting on: 11-14-08

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Gloria Spelber		
SSC Chairperson	JoLynn Glisson		

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

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Teacher	Tricia Holland		
Teacher	Kris Ringer		
Other School Staff	Marissa Jameson		
Parent	Colleen Beasley		
Parent	Jennifer Brady		
Parent	Rick Guilfoile		
Parent	Colleen May		
Parent	Alice Yoshimura		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009
ENDERS 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
	JoLynn Glisson		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Jennifer Malone		
OTHER	Typed Name of Classified Person	Signature	Date
	Marissa Jameson		
PRINCIPAL	Typed Name of Principal	Signature	Date
	Gloria Spelber		