

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



# 2008-2009 Single Plan for Student Achievement for Monroe 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  
MONROE 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 1  
Complete Sections A-F and Program Improvement Requirements

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

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

**(1) Comprehensive Needs Assessment**

**Data Analysis**

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

**Program Analysis**

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

**Needs Assessment**

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

**(2) Goal Statements**

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

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**SECTION A** (continued from previous page)

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

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

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

**(4) Evaluation**

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

**SECTION B**

**Safe Schools Planning**

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

**School Parental Involvement Policy (SPIP)**

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009  
 MONROE 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  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009  
MONROE ELEMENTARY SCHOOL  
PROGRAM IMPROVEMENT REQUIREMENTS**

The following elements in Title I, Part A, Section 1116, for PI are addressed in the *Single Plan for Student Achievement* as indicated below:

<b>Required PI Plan Elements</b>	<b>Section(s) addressed in Plan</b>
<b>1. Scientifically-based research</b> – Strategies based on scientifically-based research that will strengthen the core academic subjects in school and address the specific academic issues that caused the school to be identified for PI.	Section A (3)
<b>2. Successful Policies and Practices</b> – Adoption of policies and practices concerning the schools core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Section A (3)
<b>3. Professional Development (PD)</b> A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	Section D
PD meets requirements of NCLB section 1119 (qualifications for teachers and paraprofessionals).	Section A (3)
PD affords increased opportunity for participation.	Section A (3)
PD directly addresses the academic achievement problem that caused the school to be identified for PI.	Section A (3)
<b>4.</b> How funds (10%) reserved for professional development will be used to remove the school from PI status.	Section D
<b>5.</b> Description of <b>Specific, Annual Measurable Objectives</b> – Developed for each of the student subgroups and in accordance with the state’s measure of AYP.	Section A (2)
<b>6. Parent Notification</b> – Description of how the school will provide written notice about the identification of the school for PI in understandable language and format.	Section B
<b>7. Shared Responsibility for Improvement</b> – Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	Section A Section C
<b>8. Parent Involvement</b> – Strategies to promote effective parental involvement.	Section B
<b>9. Extended Learning</b> – As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Section A (3)
<b>10. Incorporation of a Teacher Mentoring Program</b> – See NCLB Title IX Part A, §9101(42) for definition of “Teacher Mentoring Program.”	Section A (3) & C

***To be included with SPSA for Title I PI Schools***

**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**

**MONROE 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	62.10	68.40	6.30	67.00	72.50	5.50
Asian	72.00	76.70	4.70	79.20	82.70	3.50
Hispanic	41.30	46.00	4.70	42.90	47.50	4.60
White						
SED	52.70	60.60	7.90	57.00	64.20	7.20
EL	55.90	63.30	7.40	61.40	67.80	6.40

**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 type="checkbox"/> Increased fidelity to programs                      | <input type="checkbox"/> More frequent progress monitoring                           |
| <input 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 type="checkbox"/> Use of effective instruction                                |
| <input type="checkbox"/> Increased student engagement                        |  |

*Site specific area(s) for growth include:*

**ENGLISH LANGUAGE ARTS ACTION STEPS**

Based on the 2007/08 CST report, 37.9% of students scored below proficiency, and 22% 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 type="checkbox"/> Teaming or SWIM                                  |
| <input type="checkbox"/> Direct Instruction                            | <input checked="" type="checkbox"/> Thinking Maps                         |
| <input checked="" type="checkbox"/> Early Intervention                 | <input type="checkbox"/> Universal Access with Differentiated Instruction |
| <input 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:*

ACTION STEPS	Timeline	Monitoring/Evaluation
<p><b>Please describe the specific strategies that you will use and how you will accomplish this</b> (Be specific about professional development and intervention activities)</p>	<p><b>Describe dates relevant to the completion of the action steps.</b></p>	<p><b>Describe how results will be evaluated</b></p>
<p><b>Early Intervention</b></p> <ol style="list-style-type: none"> <li>1) Teachers will administer the CLA to assess student progress.</li> <li>2) Data discussions will occur Fall, Spring, and Winter, at a minimum, to determine groups of students needing extra support and/or intervention</li> <li>3) Teachers will collaborate with TOSA to develop instructional strategies and Universal Access groups.</li> <li>4) At Risk Kindergarten students are targeted and invited to participate in an after school literacy group.</li> </ol>	<p><b>Training:</b> Fall, 2008; Ongoing</p> <p><b>Data Discussions:</b> Fall, Winter, Spring</p> <p><b>Training:</b> Ongoing</p> <p><b>Kindergarten Intervention:</b> Ongoing</p>	<p>CLA Data discussions notes; student progress on CLA;</p> <p>Benchmark assessments, Theme Skills tests</p> <p>Data discussion notes; classroom visitations</p> <p>CLA data discussion notes</p>
<p><b>Houghton-Mifflin Advanced Training</b></p> <ol style="list-style-type: none"> <li>1) Teachers will participate in Houghton-Mifflin Advanced Training.</li> <li>2) Teachers will attend Universal Access training.</li> </ol>	<p><b>Training:</b> Fall, Winter, and Spring</p>	<p>Collaboration Notes; principal classroom visitations; Follow up professional dialogues</p>
<p><b>Language!</b></p> <ol style="list-style-type: none"> <li>1) Special Education teachers will be trained in the Language! program to be implemented as the core program for intensive students.</li> <li>2) Teachers will collaborate with TOSA on differentiated instruction and program implementation.</li> <li>3) Teachers of Language! will have bi-monthly data discussions in order to assess student progress and determine students needing additional support or acceleration.</li> <li>4) Language! students receive support through differentiated grouping with the Part Time Categorical Teacher.</li> </ol>	<p><b>Training:</b> Fall, Winter, and Spring</p> <p><b>Language! Data Discussions:</b> Bi-monthly</p> <p><b>Training:</b> Fall 2008; Ongoing</p>	<p>Language! Data Discussions notes; principal classroom visitation</p> <p>Principal classroom visitations; Language Content Mastery</p>
<p><b>Thinking Maps</b></p> <ol style="list-style-type: none"> <li>1) Teachers will utilize Thinking Maps in core curriculum and content areas.</li> </ol>	<p><b>Training:</b> Fall 2008; Ongoing</p>	<p>Principal classroom visitations; Learning Walk notes; Follow up professional dialogues</p>
<p><b>Write From the Beginning</b></p> <ol style="list-style-type: none"> <li>1) All teachers will be provided with training and support to implement Write from the Beginning.</li> </ol>	<p><b>Training:</b> Summer, 2008 Winter/Spring, 2009</p> <p><b>Follow-Up:</b> Summer, 2009</p>	<p>Principal Classroom Visitations; District on-demand writing prompts (Fall, 2008 and Spring 2009); Learning Walk notes; Follow up professional dialogues</p>
<p><b>After School Interventions</b></p> <ol style="list-style-type: none"> <li>1) Students are targeted and invited to participate in after school intervention during the Spring of 2009.</li> </ol>	<p><b>Training:</b> Winter/Spring 2009</p>	<p>Benchmark Assessments; Principal Visitations</p>

**Progress Monitoring – Kindergarten**

Data from 07-08 Spring Assessments reveals that kindergarten students in the ELL subgroup need assistance in phonemic awareness. 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 type="checkbox"/> On-Demand Writing Prompts |
| <input type="checkbox"/> DIBELS                                 | <input type="checkbox"/> Report Card Data          |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input type="checkbox"/> Theme Skills Tests        |

*Site specific monitoring tools include:*

**Progress Monitoring – First Grade**

Data from 07-08 Spring Assessments reveals that first grade students in the ELL subgroup need assistance in phonemic awareness. 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 type="checkbox"/> On-Demand Writing Prompts |
| <input type="checkbox"/> DIBELS                                 | <input type="checkbox"/> Report Card Data          |
| <input type="checkbox"/> <i>Language!</i> Content Mastery Tests | <input type="checkbox"/> Theme Skills Tests        |

*Site specific monitoring tools include:*

**Progress Monitoring – Second Grade**

Data from Theme Skills Test reveals that second grade students in the ELL subgroup need assistance in Writing. 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 type="checkbox"/> CLA                                    | <input checked="" type="checkbox"/> On-Demand Writing Prompts |
| <input type="checkbox"/> DIBELS                                 | <input 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:*

**Progress Monitoring – Third Grade**

Strand data found on the CST Cluster Scores report reveals that third grade students in the ELL subgroup incorrectly answered 56% of the writing strategies (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

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

**Progress Monitoring – Fourth Grade**

Strand data found on the CST Cluster Report report reveals that fourth grade students in the ELL subgroup incorrectly answered 51%% of the Literary Response (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 type="checkbox"/> On-Demand Writing Prompts     |
| <input type="checkbox"/> DIBELS                                 | <input 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:* Response to Literature

**Progress Monitoring – Fifth Grade**

Strand data found on the CST Cluster Report report reveals that fifth grade students in the ELL subgroup incorrectly answered 41% of the Literary Response (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 type="checkbox"/> On-Demand Writing Prompts     |
| <input type="checkbox"/> DIBELS                                 | <input 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:* Response to Literature

**Progress Monitoring – Sixth Grade**

Strand data found on the CST Cluster Report report reveals that sixth grade students in the ELL subgroup incorrectly answered 47% of the writing strategies (strand) questions on the California Standards Test. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- |   |   |
|---|---|
| <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 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:* Write From the Beginning

**MATH ACTION STEPS**

Based on the 2007/08 CST report, 33% 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:*

<b>ACTION STEPS</b>	<b>Timeline</b>	<b>Monitoring/Evaluation</b>
<b>Please describe the specific strateies that you will use and how you will accomplish this</b> (Be specific about professional development and intervention activities)	<b>Describe dates relevant to the completion of the action steps.</b>	<b>Describe how results will be evaluated</b>
<b>Differentiated Instruction</b> 1) Teachers will analyze data from district assessments in order to differentiate instruction.	<b>Data Discussions:</b> Ongoing	Collaboration Notes; benchmark Assessments; math chapter and unit tests, timed tests, principal classroom visitations
<b>Project G-Instructional Delivery Model</b> 1) Teachers will participate in Project G Training. 2) Teachers will participate in a lesson study of the instructional delivery model. 3) TOSA will provide co-teach/co-plan opportunities for teachers. 4) Special education teachers will implement the Beyond the Basic Facts program.	<b>Training:</b> Fall, Winter, and Spring	Collaboration Notes; principal classroom visitations; Follow up professional dialogues

<b>After School Interventions</b> 1) Students are targeted and invited to participate in after school intervention during the Spring of 2009. 2) Students are invited to participate in the Beyond the Basic Facts intervention.	<b>Training:</b> Winter/Spring 2009	Benchmark Assessments; math chapter and unit tests, timed tests, principal classroom visitations
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**Progress Monitoring – Kindergarten**

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

- |   |   |
|---|---|
| <input type="checkbox"/> Basic Math Facts                       | <input 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 report cards reveals that first grade students in the ELL subgroup need assistance in addition and subtraction fact families. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- |   |   |
|---|---|
| <input type="checkbox"/> Basic Math Facts                       | <input 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 – Second Grade**

Data from Benchmarks reveals that second grade students in the ELL subgroup need assistance in relationship between addition and subtraction. In order to ensure that all students meet District Goal 1, progress will be monitored through:

- |   |   |
|---|---|
| <input type="checkbox"/> Basic Math Facts                       | <input 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 ELL subgroup incorrectly answered 39% of the multiplication/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 type="checkbox"/> Basic Math Facts                       | <input 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 ELL subgroup incorrectly answered 35% of the addition, subtraction, multiplication, division basic facts (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 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 – Fifth Grade**

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Basic Math Facts            | <input 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 – Sixth Grade**

Strand data found on the CST Math report reveals that sixth grade students in the ELL subgroup incorrectly answered 51% 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 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**

**MONROE 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 reading/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 type="checkbox"/> Teaming or SWIM  |
| <input checked="" type="checkbox"/> Early Intervention           | <input checked="" type="checkbox"/> Thinking Maps                                   |
| <input checked="" type="checkbox"/> English Now!                 | <input type="checkbox"/> Universal Access and Differentiated Instruction            |
| <input checked="" type="checkbox"/> Houghton-Mifflin Advanced    | <input type="checkbox"/> Universal Access within Comprehensive ELA Instruction Time |
| <input checked="" type="checkbox"/> Language!                    | <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:*

<b>ACTION STEPS</b>	<b>Timeline</b>	<b>Monitoring/Evaluation</b>
<b>Please describe the specific strateies that you will use and how you will accomplish this</b> (Be specific about professional development and intervention activities)	<b>Describe dates relevant to the completion of the action steps.</b>	<b>Describe how results will be evaluated</b>
<b>Early Intervention</b> <ol style="list-style-type: none"> <li>Teachers will administer the CLA to asses student progress.</li> <li>Data discussions will occur fall, spring, and winter, at a minimum, to determine groups of students needing extra support and/or intervention</li> <li>Teachers will collaborate with TOSA to develop instructional strategies and Universal Access groups.</li> <li>At Risk Kindergarten students are targeted and invited to participate in an after school literacy group.</li> </ol>	<b>Training:</b> Fall, 2008; Ongoing  <b>Data Discussions:</b> Fall, Winter, Spring   <b>Training:</b> Ongoing  <b>Kindergarten Intervention:</b> Ongoing	CLA Data discussions notes; student progress on CLA;  Benchmark assessments, Theme Skills tests   Data discussion notes;classroom visitations  CLA data discussion notes

<b>English Now!</b> 1. Teachers will be trained in English Now. 2. Teachers will incorporate CELDT level questioning techniques.	<b>Training:</b> Fall, Winter, and Spring	Collaboration Notes; principal classroom visitations; Follow-up professional dialogues
<b>Houghton-Mifflin Advanced Training</b> 1. Teachers will participate in Houghton-Mifflin Advanced Training. 2. Teachers will attend Universal Access training.	<b>Training:</b> Fall, Winter, and Spring	Collaboration Notes; principal classroom visitations; Follow up professional dialogues
<b>Language!</b> 1. Special Education teachers will be trained in the Language! program to be implemented as the core program for intensive students. 2. Teachers will collaborate with TOSA on differentiated instruction and program implementation. 3. Teachers of Language! will have bi-monthly data discussions in order to assess student progress and determine students needing additional support or acceleration. 4. Language! students receive support through differentiated grouping with the Part Time Categorical Teacher.	<b>Training:</b> Fall, Winter, and Spring  <b>Language! Data Discussions:</b> Bi-monthly  <b>Training:</b> Fall 2008; Ongoing	Language! Data Discussions notes; principal classroom visitation           Principal classroom visitations; Language Content Mastery
<b>Thinking Maps</b> 1. Teachers will utilize Thinking Maps in core curriculum and content areas.	<b>Training:</b> Fall 2008; Ongoing	Principal classroom visitations; Learning Walk notes; Follow up professional dialogues
<b>Write From the Beginning</b> 1. All teachers will be provided with training and support to implement Write from the Beginning.	<b>Training:</b> Summer, 2008 Winter/Spring, 2009  <b>Follow-Up:</b> Summer, 2009	Principal Classroom Visitations; District on-demand writing prompts (Fall, 2008 and Spring 2009); Learning Walk notes; Follow up professional dialogues

**Progress Monitoring – Primary Grades**

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

*Site specific monitoring will include:*

**Progress Monitoring – Upper Grades**

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

*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**

**MONROE 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 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 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*

<b>ACTION STEPS</b>	<b>Timeline</b>	<b>Monitoring/Evaluation</b>
<b>Please describe the specific strateies that you will use and how you will accomplish this</b> (Be specific about professional development and intervention activities)	<b>Describe dates relevant to the completion of the action steps.</b>	<b>Describe how results will be evaluated</b>
<b>AVID Path</b> 1. Fifth and sixth grade teachers will utilize Path to Success and Habits of a Scholar to provide students with the skills necessary to succeed in college.	<b>Follow-Up</b> Fall, Winter, and Spring	AVID discussion notes; principal classroom visitation
<b>Building Relationships with Students, Parents, and Staff</b> 1. Teachers and staff will attend Clay Roberts level one training on developing assets in our students and building relationships with families. 2. Office staff will implement the GGUSD Positive Customer Service Plan.	<b>Follow-Up</b> Fall, Winter, and Spring	Parent Survey; Parent Conference Records; Volunteer/Visitor Sign-In Sheet
<b>Parent Involvement</b> 1. Teachers will designate a Parent Involvement Coordinator. 2. All school wide events will be promoted in English, Spanish, and Vietnamese via Teleparent and the Weekly Newsletter. 3. Community Liasons will interpret at all school wide events.	<b>Follow-Up</b> Fall, Winter, and Spring	Parent Survey; Parent Conference Records; Volunteer/Visitor Sign-In Sheet

<p><b>Student Goal Setting</b></p> <ol style="list-style-type: none"> <li>1. Teachers will use assessment results to guide students through the goal setting process.</li> <li>2. Student progress will be celebrated at trimester awards assemblies.</li> </ol>	<p><b>Follow-Up</b> Fall, Winter, and Spring</p>	<p>Collaboration Notes; Principal Classroom Visitations; Parent Conference Records</p>
<p><b>10 Educational Commandments for Parents</b></p> <ol style="list-style-type: none"> <li>1. Teachers will participate in 10 Educational Commandments for Parents.</li> <li>2. Community liasons receive training in 10 Educational Commandments for Parents.</li> <li>3. Parent are invited to participate in 10 Educational Commandments for Parents.</li> </ol>	<p><b>Training</b> Fall and Winter</p>	<p>10 Educational Commandments for Parents Survey; Visitor Sign-In Sheet</p>

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:*

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
James Monroe Elementary School

**SCHOOL PARENTAL INVOLVEMENT POLICY**  
**2008-2009**

**ALL SCHOOLS**

**Part I General Expectations**

**Monroe Elementary School** agrees to implement the following statutory requirements:

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

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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

**ALL SCHOOLS**

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

<b>1. Monroe Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way.[I-CE 2]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Recruitment of Parents</b>		
<b>Teacher/staff recommendations:</b>	<i>Collect recommendations for 2-3 parents from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.</i>	<b>X</b>
<b>Invite actively involved parents:</b>	<i>Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)</i>	<b>X</b>
<b>Personal phone calls:</b>	<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>	
<b>Promotion:</b>	<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.) Provide all information in the school's major home languages.</i>	<b>X</b>
<b>{Other}</b>		
<b>Joint Development and Joint Agreement</b>		
<b>During schoolwide events:</b>	<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>	<b>X</b>
<b>Small groups:</b>	<i>Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.</i>	<b>X</b>
<b>Language:</b>	<i>Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.</i>	<b>X</b>
<b>{Other}</b>		
<b>Organized, Ongoing, and Timely Action</b>		
<b>Parent committee:</b>	<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>	<b>X</b>
<b>Other parent meetings:</b>	<i>Distribute and review School Parental Involvement Policy and SPSA along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school policy and practices.</i>	<b>X</b>
<b>Scheduling meetings:</b>	<i>Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy (e.g. annual, biannually, semester, trimester, quarterly, etc.).</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<p><b>2. Monroe Elementary School will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including:</b> 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). <b>[I-CE 2.1(a)]</b></p>		
<p><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></p>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Distribution of Policy and Program Information to Parents</b>		
<b>Annual meeting and Timely information: [I-CE 2.1(d)]</b>	<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. {Insert date here} 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>	<b>X</b>
<b>Parent e-mail addresses:</b>	<i>Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.</i>	<b>X</b>
<b>Teleparent:</b>	<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. School community liaisons or other school personnel will record broadcasts in different languages.</i>	<b>X</b>
<b>Sending home documents:</b>	<i>Distribute the School Parental Involvement Policy and School-Parent Compact. Consider optimal timing: attached to the school newsletters, in the student take-home folder, as part of the school registration packet, etc</i>	<b>X</b>
<b>At schoolwide meetings:</b>	<i>Distribute the School Parental Involvement Policy and School-Parent Compact at major school-wide events (e.g., Back-to-School Night, high school freshman orientation, parent-teacher conferences, etc.).</i>	<b>X</b>
<b>At separate meetings:</b>	<i>Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.</i>	<b>X</b>
<b>Requiring a parent signature:</b>	<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>	<b>X</b>
<b>{Other}</b>		
<b>Distribution of School Parental Involvement Policy to Local Community</b>		
<b>District website:</b>	<i>Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.</i>	<b>X</b>
<b>Local community:</b>	<i>Provide copies for distribution of the School Parental Involvement Policy within the local community (e.g., Boys and Girls Clubs, ASES programs, local market, etc.).</i>	
<b>Local media:</b>	<i>Promote the School Parental Involvement Policy in local media ( e.g., local newspaper, local radio station, etc. ).</i>	
<b>School office:</b>	<i>Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office (e.g., display case, front desk, parent resource center, etc.).</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>3. Monroe will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Frequency</b>		
<b>Schedule meetings:</b>	<i>Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA (e.g., biannually, quarterly, etc.).</i>	<b>X</b>
{Other}		
<b>Periodic Updates of the School Parent Involvement Policy</b>		
<b>Ongoing planning, review, and improvement: [I-CE 2.1(c)]</b>	<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>	<b>X</b>
<b>Special committee:</b>	<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 (e.g., the principal, assistant principal, Title I coordinator, etc.), the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components.</i>	<b>X</b>
<b>Schoolwide meetings:</b>	<i>Schedule time to review School Parental Involvement Policy and SPSA components within school-wide informational/improvement status meetings (e.g., Title I information meetings) and within formal parent committee meetings (e.g., SSC, ELAC, etc.).</i>	<b>X</b>
<b>Ongoing meetings:</b>	<i>Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices.</i>	<b>X</b>
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>5. Monroe Elementary 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)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Scheduling</b>		
<b>Schedule and Topics:</b>	<i>Schedule parent meetings or school events to review the topics of school curriculum, assessment data (e.g., attendance, truancy, suspension, etc.), and proficiency levels. The topics and the schedule of meetings will be determined using results from the Parent Needs Assessment.</i>	<b>X</b>
<b>{Other}</b>		
<b>Activities/ Information Provided to Parents</b>		
<b>At conferences:</b>	<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>	<b>X</b>
<b>During meetings/trainings:</b>	<i>Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, Family Literacy, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).</i>	<b>X</b>
<b>Grade-specific meetings:</b>	<i>Develop opportunities for parents to learn about the curriculum presented at each grade level. Offer trainings that will assist parents in supporting their child(ren)'s learning. Offer trainings at the end of the school year to provide parents with information on practicing skills over the summer.</i>	<b>X</b>
<b>See Part III (1-3):</b>	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	<b>X</b>
<b>Explanation of curriculum, assessments, and proficiency levels:</b>	<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>	<b>X</b>
<b>Curriculum and programs:</b>	<i>Provide descriptions of curriculum and information regarding student coursework (e.g., Parent Handbook (K-6), Course of Study (7-12), A-G requirements, program information (e.g., AVID, special education), school or teacher website, topic specific trainings, 10 Education Commandments, Family Nights, etc.).</i>	<b>X</b>
<b>Recommendations for supporting learning at home:</b>	<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>	<b>X</b>
<b>Achievement data:</b>	<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>	<b>X</b>
<b>Progress monitoring and communication:</b>	<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>	<b>X</b>
<b>District Goal #1 and #2:</b>	<i>Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>6. Monroe Elementary 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)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Opportunities for Regular Meetings</b>		
<b>Opportunities for regular meetings:</b>	<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. {Or provide alternative option}</i>	<b>X</b>
<b>Based on Parent Needs Assessment:</b>	<i>Determine the need for regular meetings to evaluate school practices based on the Parent Needs Assessment.</i>	<b>X</b>
<b>Schedule:</b>	<i>Develop a schedule of regular meetings (may be as a part of formal school committee meetings, such as SSC, ELAC, or parent-teacher organization meetings) for the purpose of gathering parent input concerning school practices relates to the education of their children. {Insert specific plans}</i>	<b>X</b>
<b>Conferences:</b>	<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>	<b>X</b>
<b>Translation/Interpretation:</b>	<i>Use the school community liaisons or other school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.</i>	<b>X</b>
<b>{Other}</b>		
<b>Responding to Suggestions</b>		
<b>Opportunity to provide input:</b>	<i>Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).</i>	
<b>Timeline for resolution:</b>	<i>Provide parents with an expected timeline for resolution of a problem or complaint.</i>	<b>X</b>
<b>SSC public input:</b>	<i>Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.</i>	
<b>Responding:</b>	<i>Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>7. Monroe Elementary will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Procedures for Submitting Parent Comments to the District</b>		
<b>Parent Comments:</b>	<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>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

**I Schools**

**Part III Shared Responsibilities for High Student Academic Achievement**

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

<b>SITE-BASED</b>	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}
	Family Night Fall and Spring	Events will work to strengthen partnerships between families and school. Interpreters available.	X	X		Parents attend evening events and learn skills to support and/or enrich student learning at home.	Principal Teachers Community Liaisons
	10 Educational Commandments (Spanish) October – December (Vietnamese) February – April	Parents are presented with information organized into 10 modules intended to assist parents in supporting their children’s education. Parents are encouraged to become actively involved in the education of their children. Childcare provided.	X	X	X	Parents attend classes and become actively involved in school.	Organized by principal. Facilitated by school staff member(s).
	Pastries with Parents 1 <sup>st</sup> Friday of every month.	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.	X			Parents attend meetings to learn about ways they can support their children’s learning.	Organized by principal. Special guest speakers.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
James Monroe Elementary School**

	<b>Interpreters available.</b>					
School Fair/ Book Fair <b>Fall and Spring.</b>	<b>Funds raised by these events will help to support the costs of enriching students' educational experience (e.g., standard-based field trips and assemblies).</b>	X			<b>Organized by Parent-teacher organization. Attended by families and community.</b>	<b>Organized by PTA Principal guidance</b>
Student-Led Conferences <b>Fall and Spring.</b>	<b>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.</b>		X	X	<b>Parents attend conferences to communicate with teachers regarding their children's progress reports/grades.</b>	<b>Principal Teachers</b>
Transition Meeting <b>Fall/Spring</b>	<b>Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school).</b>		X		<b>Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.</b>	<b>Principal Counselors Teachers</b>
Cultural Appreciation Events	<b>The school will plan ways to celebrate various cultural holidays and events.</b>	X			<b>Parents can assist in the development of school events.</b>	<b>Principal School staff Parents</b>
English Learner Advisory Committee (ELAC) <b>Meets quarterly</b>	<b>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.</b>	X	X		<b>Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.</b>	<b>Principal Standing members of the ELAC</b>
School Site Council (SSC) <b>Meets quarterly</b>	<b>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.</b>	X	X		<b>Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.</b>	<b>Principal Standing members of the SSC</b>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

**Parental Involvement Activities**

	Event	Description				Role of Parents	Responsibility To Organize
			1	2	3		
<b>CENTRAL DISTRICT</b>	College Information Nights <b>April: Elementary</b>	Parents will hear teachers 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. <b>Interpreters available. Childcare available.</b>	X	X		Parents attend to gather information that will help prepare their children for college.	Principal School Staff K-12 Educational Services and Outreach
	Community Outreach Meetings <b>Quarterly</b>	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
	District English Learners Advisory Committee (DELAC) <b>3<sup>rd</sup> Thursday every month</b>	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) <b>Meets once a year</b>	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**  
**James Monroe Elementary School**

<b>4. Monroe Elementary School will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2]</b>		
<b>{Attach School-Parent Compact to this document} [I-CE 2.2(a-c)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Jointly Developing the School-Parent Compact</b>		
<b>Parent committee:</b>	<i>Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.</i>	<b>X</b>
<b>Multiple languages:</b>	<i>Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.</i>	<b>X</b>
<b>E-mail addresses:</b>	<i>Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact.</i>	<b>X</b>
<b>{Other}</b>		
<b>Informing Parents about the School-Parent Compact</b>		
<b>Collecting signatures:</b>	<i>Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are optional {or are required, based on school-site decision} on the School-Parent Compact.</i>	<b>X</b>
<b>Personal phone calls:</b>	<i>Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.</i>	<b>X</b>
<b>Teleparent:</b>	<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>	<b>X</b>
<b>{Other}</b>		
<b>Distributing the School-Parent Compact</b>		
<b>To every family:</b>	<i>Provide a copy of the signed School-Parent Compact to every family.</i>	<b>X</b>
<b>Timing:</b>	<i>Distribute the School-Parent Compact. Consider optimal timing: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc.</i>	<b>X</b>
<b>School-wide events:</b>	<i>Distribute the School-Parent Compact at a major school-wide event (e.g., Back-to-School Night, seventh grade orientation, high school freshman orientation, etc.).</i>	<b>X</b>
<b>Separate meeting:</b>	<i>Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.</i>	
<b>Incentives:</b>	<i>Offer incentives for students who return documents in a timely manner.</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>5. Monroe School will, with the assistance of the district and parents, educate its teachers, administration, and other personnel, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. [I-CE 2.3(c)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Educating School Personnel in How to Work with Parents as Partners</b>		
<b>Educating school personnel:</b> {Revise/add bullets as necessary}	<i>Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include:</i> <ul style="list-style-type: none"> <li>• <i>Reaching out to parents and addressing barriers to parent involvement</i></li> <li>• <i>Supporting students through ongoing, meaningful two-way communication with parents</i></li> <li>• <i>Utilizing parents effectively in the school and classroom</i></li> <li>• <i>Valuing the contribution of parents in the classroom</i></li> <li>• <i>Understanding the importance of parent programs</i></li> <li>• <i>Understanding implications of working with families from specific cultures represented in the school's community</i></li> </ul>	<b>X</b>
{Other}		
<b>Training facilitators for Parent Education</b>		
<b>Training new parent education facilitators:</b>	<i>Train select school personnel to become facilitators of parent training programs and/or parent education classes. The purpose of the parent training programs and/or parent education classes is to provide parents with information to support their child(ren)'s education (e.g., navigating school system supporting their child(ren) in their education, and developing literacy, etc.).</i>	<b>X</b>
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>6. Monroe Elementary 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)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Supporting Student Achievement through Coordination of District Programs</b>		
<b>Coordination:</b>	<i>Inform parents of school and districtwide programs, trainings, and events that support student achievement. {List coordinated programs}</i> <ul style="list-style-type: none"> <li>○ <i>Grade level specific meetings</i></li> <li>○ <i>Student Designation meetings (based on proficiency levels)</i></li> <li>○ <i>Retention Meetings 3<sup>rd</sup> / 6<sup>th</sup> grade</i></li> <li>○ <i>Open House and Back to School Night</i></li> <li>○ <i>Parent-teacher conferences</i></li> <li>○ <i>Pre-School – “Backpack” Meeting</i></li> <li>○ <i>Orientation meetings and Transition meetings</i></li> <li>○ <i>Community Outreach Meetings</i></li> <li>○ <i>College Information Nights and College Fair</i></li> <li>○ <i>Boys and Girls Clubs of Garden Grove programs</i></li> <li>○ <i>Family Literacy/ REACH for Success</i></li> <li>○ <i>Parent resource centers</i></li> <li>○ <i>Formal parent committees (e.g., ELAC, SSC, DELAC)</i></li> <li>○ <i>10 Education Commandments</i></li> <li>○ <i>Project Inspire</i></li> </ul>	<b>X</b>
<b>See Part III (1-3):</b>	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	<b>X</b>
<b>{Other}</b>		
<b>Parent Resources</b>		
<b>Availability of parent resources:</b>	<i>Invite parents to utilize the resources provided by the school site parent resource center or within the school office.</i>	<b>X</b>
<b>Referrals:</b>	<i>Invite parents to learn about resources offered through referrals by school personnel.</i>	<b>X</b>
<b>District website:</b>	<i>Inform parents of the availability of resources on the GGUSD District Website (www.ggusd.us).</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary School**

<b>7. Monroe Elementary School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. [I-CE 2.3(e)]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Providing Information to the Parents</b>		
<b>Language and format:</b>	<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>	<b>X</b>
<b>Interpretation/ Translation:</b>	<i>Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.</i>	<b>X</b>
<b>School community liaison:</b>	<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>	<b>X</b>
<b>Meeting planning:</b>	<i>Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support.</i>	<b>X</b>
<b>{Other}</b>		
<b>8. Monroe Elementary School will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. [I-CE 2.4]</b>		
<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>		
<b>Action:</b>	<b>Description:</b>	<b>Mark an X</b>
<b>Providing Accessibility and Opportunities</b>		
<b>Limited English proficiency:</b>	<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>	<b>X</b>
<b>Parents with disabilities:</b>	<i>Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.</i>	<b>X</b>
<b>Parents of migratory students:</b>	<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>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**James Monroe Elementary 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)]

{Insert paragraph(s) here describing discretionary activities}

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
James Monroe Elementary School**

**ALL SCHOOLS**

**Part V Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by: **Parent Involvement Policy Committee Members attended a District sponsored workshop in April. The Committee met in May to make suggestions and give input on the School Parental Involvement Policy. Teachers met throughout the months of May and June to help create a plan. The final plan was distributed in June.**

This policy was adopted by **Monroe Elementary School** on **June 19, 2008** and will be in effect for the period of **2008-2009**. The school will distribute this policy to all parents on or before. It will be made available to the local community on or before **October 1, 2008**. **Monroe's** notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

**Signature of Administrator** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signature of ELAC Chairperson** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signature of SSC Chairperson** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signatures of Parent Involvement Policy Committee Members:**

SSC Approval Date \_\_\_\_\_

ELAC Approval Date \_\_\_\_\_

Board Approval Date \_\_\_\_\_

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

<b>FUNDING SOURCE(S)</b>		<b>DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>EIA</b>	<b>\$7,302</b>	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"> <li>• Literacy development across the curriculum</li> <li>• Instructional strategies in mathematics</li> <li>• Language acquisition for English learners</li> <li>• Content area strategies</li> </ul>
<b>SLI</b>	<b>\$805</b>	
<b>Title I</b>	<b>\$5,551</b>	
<b>Title II</b>	<b>\$5,575</b>	
<b>Title III</b>	<b>\$5,938</b>	
<b>EIA</b>	<b>\$3,126</b>	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"> <li>• Providing professional development opportunities in parent education programs</li> <li>• Serving as a link to parent and community resources</li> <li>• Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites</li> <li>• Coordinating parent education and community outreach meetings</li> </ul>
<b>Title I</b>	<b>\$621</b>	
<b>Title III</b>	<b>\$1,179</b>	
<b>Title I</b>	<b>\$0</b>	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
<b>EIA</b>	<b>\$1,980</b>	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.
<b>EIA</b>	<b>\$645</b>	The Clinic provides immunizations, physicals, and assists in meeting the health needs of students.
<b>FUNDING SOURCE(S)</b>		<b>INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>EIA</b>	<b>\$4,184</b>	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"> <li>• Developing and monitoring the school budget and preparing financial reports;</li> <li>• Monitoring the implementation of state and federally funded programs;</li> <li>• Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan;</li> <li>• Coordinating staff development in areas of emphasis and serving as a resource in additional areas.</li> </ul>
<b>SLI</b>	<b>\$3,222</b>	
<b>Title I</b>	<b>\$5980</b>	
<b>Title II</b>	<b>\$452</b>	
<b>EIA</b>	<b>\$8,672</b>	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.
<b>EIA</b>	<b>\$192</b>	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.
<b>SLI</b>	<b>\$243</b>	
<b>Title I</b>	<b>\$505</b>	
<b>Title I</b>	<b>\$0</b>	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**  
**MONROE 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 10<sup>th</sup> 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  
MONROE 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  $\frac{3}{4}$  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  $\frac{1}{2}$  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 MONROE 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		
<b>STATE FUNDED PROGRAMS</b>	<input checked="" type="checkbox"/> <b>School and Library Improvement Grant (SLI)</b> <u>Purpose:</u> Improves library and other school programs.	\$24,765.00	<b>STATE FUNDED PROGRAMS</b>	<input type="checkbox"/> <b>Pupil Retention Block Grant</b> <u>Purpose:</u> Prevent students from dropping out of school.
	<input checked="" type="checkbox"/> <b>Economic Impact Aid (EIA) / English Learner Program</b> <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$		<input checked="" type="checkbox"/> <b>Beginning Teacher Support and Assessment (BTSA)/Induction</b> <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.
	<input checked="" type="checkbox"/> <b>English Language Acquisition Program (ELAP)</b> <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards.	\$22,779.00		<input checked="" type="checkbox"/> <b>Peer Assistance and Review (PAR)</b> <u>Purpose:</u> Assist teachers through coaching and mentoring.
	<input checked="" type="checkbox"/> <b>Arts, Music, and Physical Education Block Grant</b> <u>Purpose:</u> Supports physical education and visual and performing arts instructional programs.	\$		<input checked="" type="checkbox"/> <b>Tobacco-Use Prevention Education (TUPE)</b> <u>Purpose:</u> Eliminate tobacco use among students.
	<input type="checkbox"/> <b>After School Education and Safety Grant (ASES)</b> <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<input checked="" type="checkbox"/> <b>School Safety and Violence Prevention Act</b> <u>Purpose:</u> Increase school safety.
<b>FEDERALLY FUNDED PROGRAMS</b>	<input type="checkbox"/> <b>21st Century After School Safety and Enrichment for Teens (ASSETs)</b> <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$	<b>FEDERALLY FUNDED PROGRAMS</b>	<input type="checkbox"/> <b>Middle and High School Supplemental Counseling Program</b> <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE.
	<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$66,876.00		<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> <b>Title I, Part A: Targeted Assistance Program (TAS)</b> <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$		<input checked="" type="checkbox"/> <b>Title II, Part D: Enhancing Education Through Technology (EETT)</b> <u>Purpose:</u> Support professional development and the use of technology.
	<input checked="" type="checkbox"/> <b>Title I, Part A: Program Improvement (PI)</b> <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"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> <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"/> <b>Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC)</b> <u>Purpose:</u> Support learning environments that promote academic achievement.
		<input checked="" type="checkbox"/> <b>Title V, Part A: Innovative Programs</b> <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009  
 MONROE ELEMENTARY SCHOOL  
 SECTION D: CAPITAL OUTLAY AND EQUIPMENT**

*Type and cells will expand.*

State Object Expenditure (4400 or 6400 or 6200 WAN)	Description of item expenditure	Funding Source	Justification in terms of student or program need. State ActionStep used to support purchase.	Number of Units	Total Cost
(A)	(B)	(C)	(D)	(E)	(F)
6400/4400	ELMO	Title I/SLI		20	\$11,630
4400	Wireless Presenter with Laser Pointer	Title I/SLI		20	\$964.20
4400	Office 2008 License and Install CD	Title I/SLI		40	\$2,800
6400/4400	Laptop	Title I/SLI		5	\$12,500
6400/4400	Desktop Computer	Title I/SLI		5	\$12,500
4400	Computer Printers	Title I/SLI		10	\$5,000
6400	Copy Machine	Title I/SLI		1	\$15,000

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

*Type and cells will expand.*

<b>Title of Position</b>	<b>% FTE</b>	<b># of Positions budgeted*</b>	<b>Funding Source</b>	<b>Justification for Title I an SLI funded positions</b>
IA-A LEP BL V	37.50%	2	EIA/LEP	
SCL WKR BL SP	43.75%	1	EIA/LEP	
SCL WKR BL V	43.75%	1	EIA/LEP	
SCH TESTING CLK	4.38%	1	EIA/LEP	
CRA INSTR	37.50%	1	TITLE I	
LIB MEDIA TEC I	15.64%	1	SLI	
SCH TESTING CLK	8.75%	1	TITLE I Cent Svs	XXX
SCH TESTING CLK	4.38%	1	ELAP	XXX
PTCT	5.63%	1	ELAP	XXX
PTCT	50.63%	1	TITLE I	

\*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.

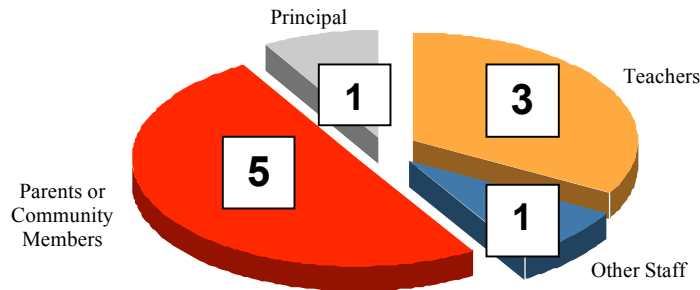
**D-3**

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

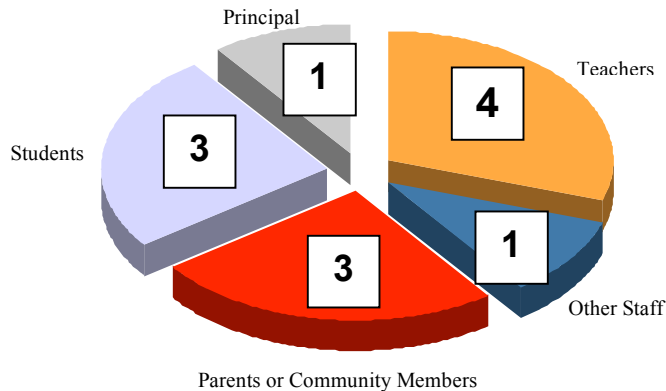
**SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

*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.

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

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

**c. Procedure for replacing a member:**

1. Members are replaced using a peer selection process.
2. 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  
 MONROE 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.	Michelle Drager	<input checked="" type="checkbox"/>				
2.	Jamie Shippee		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Nga Nguyen		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Joanne Kato		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Jason Crippen		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Jason Sykes		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Rosa Bonham		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Mary Ann Abeyta		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Jennifer Estabrooks		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Lori Day		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>
<b>Number of members in each category</b>		<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	
<b>Totals must be equal on both sides:</b>		<b>Total= 5</b>			<b>Total= 5</b>	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009  
MONROE 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.*

***Composition of English Learner Advisory Committee***

**COMPOSITION REQUIREMENTS**

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

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

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

1. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Representatives from last year's ELAC handle this process and count the ballots.

2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at the school.

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

**c. Procedure for replacing a member:**

1. Members are replaced using a peer selection process.

2. 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  
MONROE 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.	Michelle Drager	<input checked="" type="checkbox"/>					
2.	Jamie Shippee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Nga Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Joanne Kato		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Jason Crippen		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Jason Sykes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Rosa Bonham		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Mary Ann Abeyta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Jennifer Estabrooks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Lori Day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
<b>Percentage of ELAC represented by parents of English learners (% should be greater than below):</b>							%
<b>Percentage of English learners at the school:</b>							46.44%

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

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

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

**This school plan was adopted by the school site council at a public meeting on: (enter date). 1-13-2009**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
School Principal	Michelle Drager		
SSC Chairperson	Jamie Shippee		

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

**SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Certificated	Nga Nguyen		
Certificated	Joanne Kato		
Classified	Jason Crippen		
Parent	Jason Sykes		
Parent	Rosa Bonham		
Parent	Mary Ann Abeyta		
Parent	Jennifer Estabrooks		
Parent	Lori Day		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2008-2009  
MONROE 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.

<b>SCHOOL SITE COUNCIL</b>	Typed Name of Chairperson	Signature	Date
	Jamie Shippee		
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Rosa Bonham		
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Jason Crippen		
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Michelle Drager		