

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



2010-2012 Single Plan for Student Achievement for LOS AMIGOS

District Mission

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

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

District Goal

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

SSC Approved: March 3, 2011

Board Approved: March 15, 2011

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SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012**

**LOS AMIGOS
CONTENTS OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
NCLB COMPLIANCE/PLAN COMPLETION**

Check those that apply:

- Not receiving Title I
Complete Sections A-F
- Schoolwide Title I
Complete Sections A-F
- Targeted Assistance Title I
Complete Sections A-F
- Program Improvement: Year 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 Plan

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

School Parental Involvement Policy (SPIP)

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

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COMMON PAGES (SECTIONS C THROUGH F)**

SECTION C

Centralized Services and Support

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

SECTION D

Budget Information

Programs Included In This Plan

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

Capital Outlay and Equipment

- Describes funding source and justification for capital outlay expenditures

Categorical Personnel

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

Budget Narrative (Preliminary and Final)

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

SECTION E

School Site Council and English Learner Advisory Committee

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

SECTION F

Recommendations and Assurances

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

GUIDELINES FOR MODIFICATIONS TO THE PLAN

LIST OF REASONS FOR MID-YEAR REVISIONS

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

PROCEDURES FOR MID-YEAR REVISIONS

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

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PROGRAM IMPROVEMENT REQUIREMENTS**

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

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

To be included with SPSA for Title I PI Schools

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ACTION STEP #1

WASC: Standards-based Student Learning: Instruction
NCLB: Research-based Instructional Strategies
ESLR: Responsible Citizens, Academic Achievers

Growth Goal A: District Goal 1: 10% increase in Goal 1 - Students will steadily progress toward meeting grade-level standards in core academic subjects as measured by the CST.

Growth Goal B: District Goal 2: 10% increase in Goal 2 - English Learners in our district four years or longer will meet the English proficiency level as measured by the CELDT.

Growth Goal C: 10% increase in CAHSEE proficiency rate for first administration.

Rationale: Despite overall improvement, LAHS did not meet the District Goals 1 or 2 in 2009-10. LAHS students did not meet the proficiency target % in 2009-10.

School-wide areas of focus supported by this goal: literacy, EL, Special Ed, a-g

Step	Action Steps to Implementation of Measurable Solutions	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
1	Research Based Instructional Strategies					
1a	All teachers will align instruction to state standards, follow district pacing guides, and implement engaging learning strategies.	Action walks, observations, and evaluations of teachers and students	Ongoing	Administrators, Department Chairs, District Personnel	n/a	

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Step	Action Steps to Implementation of Measurable Solutions	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
1b	All teachers will implement research-based instructional strategies, with a special emphasis on meeting the needs of English Learners and Special needs students, to promote active learning in the classroom.	Action Walks, Classroom Observation	Ongoing	Department Chairpersons, Site Administration, District Personnel	n/a	
1c	All teachers will receive professional development on key research based instructional strategies to actively engage students.	Staff development logs, staff sign-in sheets, sub requests	Spring 2011	Administrators, Department Chairs, District Personnel	Title I, EIA	
1d	Teachers will receive CM and Systematic ELD strategy training and implement strategies.	Staff development logs, staff sign-in sheets, sub requests	Ongoing	Site Administration, District Personnel, Department Chairs	Title I, EIA	
1e	ELD teachers will continue to implement Systematic ELD instructional strategies.	Lesson plans	Ongoing	Site Administration, District Personnel, Department Chairs	n/a	
1f	Focus on academic testing vocabulary in levels 9 and 10 and focus writing instruction in ELA classes on prompt	Common unit plans, Lesson plans	Ongoing	All 9 th and 10 th grade Teachers, Course leaders, Department	n/a	

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Step	Action Steps to Implementation of Measurable Solutions	Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	analysis and on-demand writing in the 10 th grade.			Chair		
1g	Special Education students will be placed in co-taught, mainstream classes where appropriate to have access to a-g credits.	Master Schedule	Ongoing	Special Ed Case Managers, Counselors, Site Administration	n/a	
1h	Continue staff development in the utilization of assessment data (CSTs, CELDT, Benchmarks) to improve classroom instruction.	Staff Development Logs, Staff sign-in sheets, Master Staff Development Log, Substitute Request Forms	Ongoing	District Personnel, Site Administration	Title I, EIA	
2	Lesson Study Model					
2a	Core departments will meet in subject level teams to develop effective lessons using GRR. Implementation will involve planning meetings, demonstration lessons with peer observation and debriefings of lessons.	Detailed plan for implementation, Staff sign-in sheets, Master Staff Development Log, Substitute Request Forms	Ongoing	Site Administration, District Personnel	Title I, EIA	

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ACTION STEP #2

WASC: Standards-based Student Learning: Curriculum

NCLB: Standards-based Curriculum and Assessment

ESLR: Responsible Citizens, Academic Achievers

Growth Goal: All students will have equal access to a-g requirements and support for success.

Growth Goal: Increase a-g completion rate to 50% by the end of the 2011-12 school year.

Rationale: Every student will have equal opportunity for highly rigorous classrooms and curriculum. Despite a substantial increase in a-g completion rate in 09-10 from 26.4% to 46.7%, LAHS still falls short of the 50% goal.

School-wide areas of focus supported by this goal: literacy, Math, EL, Special Education, a-g

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1	Master Schedule					
	1a	Ensure proper placement of students.	Master Schedule, District Matrix, department discussions	Ongoing	Site Administration, Counselors, Teachers	n/a	
	1b	CAHSEE at-risk students will be identified and offered intervention.	Master Schedule, rosters of after school interventions,	Spring 2011	Counselors, Site Administration, Teachers, SSC	Title I, EIA	
	1b	CAHSEE at-risk students will be identified and offered intervention.	Master Schedule, rosters of after school	Spring 2011	Counselors, Site Administration, Teachers, SSC	Title I, EIA	

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	1c	Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.	Master Schedule	Ongoing	AP Teachers, Administration, Teachers, counselors	n/a	
	1d	Identify students needing to take or retake a-g courses to be on UC/CSU track and maximize enrollment of students in Credit Recovery, Adult Ed, summer school, and Community College.	Credit Recovery rosters, transcript audits	Ongoing	Counseling Staff, Site Administration, Teachers	Title I, EIA	
	2	Curriculum Alignment/Standards-Based Instruction					
	2a	Course-alike English, math, science, and social science teachers will continue to develop and revise course-alike units with agreed upon target standards that correlate with district pacing guides. Teachers will revise as needed.	Common course-alike assessments	Ongoing	Site Administration Department Chairs, Level leaders SSC	Title I, EIA	
	2b	Common assessments will be completed and administered following each common unit.	Reflection Meeting Minutes, Assessment Data	Ongoing	Site Administration, Department Chairs	n/a	
	2c	Teachers will incorporate the California State Content Standards and/or frameworks in daily lessons and visibly post stated learning goals/objectives and express those explicitly to students.	Action Walks, Classroom Observations, Shared lessons	Ongoing	Department Chairpersons, Site Administration, District Personnel, Teachers	n/a	

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ACTION STEP #3

WASC: Standards-based Student Learning: Assessment & Accountability

NCLB: Academic and Data Driven Structure and Support

ESLR: Responsible Citizens, Academic Achievers

Growth Goal: Teachers will use data to drive instruction.

Rationale: Teachers need to analyze data on student progress so that they may adjust instruction to better meet the needs of students and support mastery of standards

School-wide areas of focus supported by this goal: Literacy, Math, EL, Special Education, a-g

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1	Data and Assessments					
	1a	The English, math, science, and social science teachers will create common assessments in course-alike teams, which will be administered after each common unit.	Assessment data, Reflection meetings	Ongoing	Site Administration, Course-Alike Level Leaders	n/a	
	1b	Administrator overseeing department will facilitate discussions utilizing data specific to departments.	Meeting minutes	Ongoing	Site Administration	n/a	
	1c	Use assessment results for modification of instruction at	Benchmark	Ongoing	Department	n/a	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
		subject/grade level meetings.	Analysis Reports, Classroom Observations		Chairs, Site Administration, Level Leaders		
	1d	Provide support personnel for preparation and distribution of testing materials and evaluation reports as needed.	Time Sheets, Budgets	Ongoing	Title 1 Coordinator, Testing Clerk, Counselors, Site Administration, School Site Council	Title I, EIA	
	2	Reducing D/F Rate					
	2a	Course-alike teams will begin to calibrate grading policies to equalize assessment measures and increase consistency of grading practices across classes.	Department syllabi, Quarterly grades	Ongoing	Department Chairs	n/a	
	2b	Teachers will implement research-based strategies (CM, Systematic ELD, Thinking Maps, Direct Instruction, SDAIE, Cornell Notes) with scaffolding and differentiation to actively engage students in lessons.	Classroom visitations, teacher collaboration	Ongoing	District Personnel, Site Administration, Teachers	n/a	
	2c	Teachers will analyze D/F rate data in departments and	Meeting agendas,	Ongoing	Department	n/a	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
		course-alike groups to specifically identify and implement instructional strategies to increase the number of students earning C's or better.	classroom visitations, Professional Development logs		Chairs, Site Administration, Teachers		
	2d	Teachers will discuss and explore grading policies through representation on the District Grading Consult.	Meeting minutes, Teacher syllabus	Ongoing	Site Administration, Grading Consult, Teachers	n/a	
	3	Reduce the percentage of students scoring Below Basic and Far Below Basic on the CST					
	3a	Departments will analyze CST data in course areas to modify instruction targeting students scoring Basic and Below Basic.	CST data comparison year to year	Ongoing	Department Chairs, Teachers, Site Administration	n/a	

ACTION STEP #4

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WASC: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

NCLB: Data-Driven Structure and Support

ESLR: Responsible Citizens, Academic Achievers, Self-Disciplined Individuals, Effective Problem-Solvers

Growth Goal: Action Steps will guide the school's improvement process.

Rationale: Action Steps, which include WASC recommendations and district goals, will provide clear focus for the school.

School-wide areas of focus supported by this goal: Literacy, Math, EL, Special Education, a-g

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1	Implementation of Action Steps					
	1a	Progress on the Action Steps will be reviewed by the Department Chairs, Administration, SSC two times a year and reported to the entire staff. Next steps will be identified by those responsible for monitoring.	Faculty meeting agenda, Department meeting agendas, Department Chair meeting agendas, and SSC minutes	Ongoing	Site Administration, Department Chairs, and SSC	n/a	
	2	Monitoring of the Instructional Program					
	2a	The Administration and Department Chairs will provide ongoing analysis of student achievement to the staff.	Faculty meeting agendas, Department meeting agendas, and SSC minutes	Ongoing	Site Administration, Department Chairs, and SSC	n/a	
	2a	The Administration and Department Chairs will provide ongoing analysis of student achievement to the staff.	Faculty meeting agendas, Department meeting agendas, and SSC minutes	Ongoing	Site Administration, Department Chairs, and SSC	n/a	

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	3	Professional Development					
	3a	Teachers will continue to receive staff development on how to integrate technology into classroom instruction and progress monitoring.	Master Staff Development Log, Staff Development Logs, Sign-In Sheets, Substitute Request Forms	Ongoing	Site Administration, District Personnel, School Site Council	Title I, EIA	
	3b	Teachers will receive on-going training in the use of data to drive instruction.	Staff Development Logs, Sign-in Sheets, Use of Data Director	Ongoing	District Personnel, Site Administration	Title I, EIA	
	3c	The entire staff will be trained on the district GRR model, will design lessons focused on the model, and have the opportunity to view demos, co-plan-co-teach and be observed by peers.	Master Staff Development Log, Staff Development Logs, Sign-In Sheets, Substitute Request Forms	Spring 2011	District Personnel, Site Administration, Department Chairs	Title I, EIA	
	3d	Teacher leadership and school capacity will be developed using coaching models to include peer coaches, Systematic ELD & Constructing Meaning, Special Education Team.	Sign-in sheets	Ongoing	District Personnel, Site Administration	Title I, EIA	
	3e	Selected teachers will receive training in Resource Academy and/or 9 th Grade Academy curriculum to support RSP and/or at-risk students identified on a District provided Matrix.	Professional Development Logs	Ongoing	District Personnel, Site Administration	Title I, EIA	
	5	Special Education and EL support					
	5a	Provide Instructional Aides to support student achievement for Special Education and EL students and provide	Time Sheets, Budgets	Ongoing	Teachers, Department Chairpersons, Site	Title I, EIA	

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	5b	Expand Resource Academy opportunities for Special Education students.	Master Schedule	Ongoing	Special Education Case Managers, Site Administration, District Administration	Title I, EIA	
	5c	Continue to explore and monitor co-teaching outcomes for Special Education students.	Grades, CST's, benchmarks	Ongoing	Special Education Case Managers, Counselors, Site Administration	n/a	
	5d	Closely monitor the academic progress of all Special Education and EL students through D/F	Progress reports/ Quarterly grades, Common	Ongoing	Special Education / ELD Departments,	n/a	

ACTION STEP #5

WASC: School Culture and Support for Student Personal And Academic Growth

NCLB: Achievement –Driven Structure and Support

ESLR: Responsible Citizens, Academic Achievers, Self-Disciplined Individuals, Effective Problem-Solvers

Growth Goal A: Los Amigos High School will have an academic environment that supports and challenges students and staff to high standards of learning and teaching.

Growth Goal B: Decrease student absences/truancies by 5% by Spring 2011 to maximize learning opportunities.

Growth Goal C: Increase the a-g completion rate to 50% by the end of the 2011-12 school year.

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Growth Goal D: Increase student and parent involvement in school culture.

Rationale: All students and staff benefit from a positive professional learning community. Good attendance and discipline are keys to academic success. Increased parent involvement and awareness in school enhances the educational process.

School-wide areas of focus supported by this goal: literacy, Math, EL, Special Education, a-g

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1	School Climate					
	1a	Students will be placed correctly in classes to meet academic and personal needs.	Transcript audits, placement review	Ongoing	Counselors	n/a	
	1b	Programs that support positive reinforcement (across all programs including attendance) will be implemented.	Grade Level Teams created, positive reinforcement written into attendance policy, surveys of student career interests, Teleparent records	Ongoing	Counselors, Site Administration, Club Advisors, Activities Director	Title I, EIA	
	1c	Counselors will make classroom presentations to empower students so they can make informed decisions related to their 4-year plans and post secondary options.	Schedule of presentations	Ongoing	Counselors	n/a	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	1d	Counselors will make teacher presentations to support students in making informed decisions related to graduation requirements, a-g requirements, and post secondary options.	Schedule of presentations	Ongoing	Counselors	n/a	
	1e	Provide a clerk to support increasing the number of students completing a-g courses, increasing college awareness for parents and students, and increasing successful matriculation to post secondary options.	Time Sheets, Budgets	Fall 2012	Title I Coordinator, Site Administration,	Title I, EIA	
	2	Attendance					
	2a	Assign a community outreach specialist to each grade level team to address specific attendance issues.	Payroll, grade level teams	Fall 2012	Site Administration	Title I, EIA	
	2b	Provide early intervention for excessive truancies including parental involvement.	SARB reports, meeting logs, Boys and Girls Club referrals	Ongoing	Site Administration	Title I, EIA	
	2c	Utilize and adhere to the SARB process to address truancy problems.	Aeries Reports for SARB letters sent and meetings held	Ongoing	Site Administration	n/a	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
	2d	Establish positive routines for class openers to motivate students to arrive on time.	Classroom visits	Ongoing	Teachers, Site Administration	n/a	
	2e	Reward positive attendance (period, daily, quarterly, semester, yearly).	Rewards logs	Ongoing	Site Administration, School Personnel	n/a	
	3	Discipline					
	3a	Identify strong classroom management techniques and provide release time for peer observations.	Classroom visits, referrals	Ongoing	Site Administration	Title I, EIA	
	4	Extended Learning Opportunities					
	4a	Integrate into the master schedule, classes that support the core subjects for at-risk students. Provide professional development to incorporate intervention curriculum.	Occurrence of Academy Classes in Master Schedule, Staff Development Logs, Sign-In Sheets, Substitute Request Forms	Ongoing	Site Administration, District Personnel	Title I, EIA	
	4b	Continue to provide after school intervention and enrichment programs to enhance student achievement.	Sign-in Sheets, Budgets	Ongoing	Title 1 Coordinator, Site Administration, Teachers	Title I, EIA	
	4c	Support and monitor the	Master Schedule,	Ongoing	AVID	Title I, EIA	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
		Advancement Via Individual Determination (AVID) Program and provide training opportunities for on-site AVID peer coaches and staff.	Staff Development Log, Staff Development Logs, Sign-In Sheets, Substitute Request Forms		Coordinator, AVID Teachers, OCDE, Site Administration, District Personnel		
	4d	Support learning for AVID and Academy programs with the use of tutors and materials.	Budget, payroll	Ongoing	AVID Coordinator, AVID teachers, Academy Teachers, Administrators	Title I, EIA	
	4e	Offer field trips through Academy and AVID classes to increase college awareness.	Schedule, Field trip forms/rosters	Ongoing	AVID Coordinator, AVID Teachers, Academy Teachers, Site Administration	Title I, EIA	
	4f	Continue to evaluate, explore and implement ROP, vocational and/or career options for students.	Master Schedule, Budgets	Ongoing	Counselors, ROP Teachers, ROP Administration, Site Administration, District Personnel	n/a	
	4g	Provide and maintain current, updated, and additional technology to enhance student achievement and teacher ability to maintain accurate records. Provide access to students and	Purchase Orders, Work Orders	Ongoing	Site Administration, School Site Council, Librarian, Computer Resource	Title I, EIA	

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Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
		teachers outside of the school through web-based programs and opportunities (i.e. on-line collaboration, calendars, meeting agendas).			Assistants, District Personnel		
	4h	Retain Computer Resource Assistant(s) to maintain technology and assist students and staff.	Time Sheets, Budgets	Ongoing	Site Administration, School Site Council	Title I, EIA	
	4i	Pay classified and certificated staff members to work in the library/media center one or more times per week to continue to provide and expand opportunities for parents and families to have access to technology resources outside of the school day.	Sign-In Sheets of Parent/Family Attendance, Time Sheets, Budgets	Ongoing	School Site Council, Title I Coordinator, Site Administration	Title I, EIA	
	4j	Increase student awareness of post-secondary opportunities in career and technical education.	Creation of College and Career Center, Addition of ROP courses and alignment with core to create career pathways	Ongoing	Site Administration, Counselors, District Personnel	Title I, EIA	
	4k	Increase number and use of library resources.	Sign in sheets, items checked out,	Ongoing	Librarian,	Title I, EIA	

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

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
			Technology inventory		Teachers		
	4l	PE teachers will use engaging, research-based instructional strategies to increase the level of student physical fitness and the passing rate in PE.	Physical fitness test data, Grade Reports	Ongoing	PE Teachers	n/a	
	4m	Increase teacher knowledge and awareness of special populations of students including special education, academy, AVID, athletes, etc.	Newsletters, bulletins, case manager summaries, rosters	Ongoing	Teachers	n/a	
	4n	Utilize the SST process to identify and address student needs that affect achievement.	SST meeting notes, referrals	Ongoing	Teachers, Counselors, Site Administration	n/a	
	5.	Community Engagement					
	5a	Maintain Grade Level Teams (Administrator, Counselor, Liaison/Community Outreach person) with offices in Grade Level Centers.	Grade Level Teams housed in Grade Level Centers.	Ongoing	Site Administration, Counselors	Title I, EIA	
	5b	Continue to provide the <i>Ten Educational Commandments</i> program for parent awareness.	Surveys, Sign-in Sheets, Meeting Agendas and Minutes	Ongoing	Teachers, Department Chairs, Site Administration, Parents, District	Title I, EIA	

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

Data Element	Please number 1a, 1b, 2a, 2b, etc.	Action Steps to Implementation of Measurable Solutions	How Measured/ Evidence of Completion	Timeline/ Target Date	Monitoring Responsibility	Funding Source	Monitoring Comments
					Personnel		
	5c	Identify cultural and/or climate issues on campus and partner with groups or organizations to help address the needs of the school.	Meeting Agendas and Minutes	Ongoing	Teacher/Advisors, Site Administration, District Personnel	Title I, SLBG	
	5d	Continue and expand parent meetings in order to provide necessary intervention and school-wide program information, including A-G requirements.	Sign-in Sheets, Meeting Agendas and Minutes	Ongoing	Counselors, Site Administration, Title 1 Coordinator, Department Chairpersons, District Personnel	Title I, EIA	
	5e	Increase parent communication through utilization of Gradebook and online Parent Portal and web-based applications that allow teacher-parent-student communication.	% teachers using Gradebook, parent sign-in sheets for Parent Portal training	Ongoing	Site Administration	Title I, EIA	
	5f	Provide Spanish/Vietnamese speaking classified personnel for translation and assistance.	Time Sheets, Budgets	Ongoing	Site Administration, School Site Council, District Personnel	EIA	
	5g	Use the automated phone service, TeleParent, school website, and community liaisons to notify parents about student achievement, school events and parent meetings.	Phone Records, TeleParent Logs, Community Liaison Logs, Web-site, Budgets	Ongoing	Teachers, Site Administration, Librarian	EIA, Title I	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
Safe Schools Plan
2010-2011**

Vision

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

Mission

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

**FOCUS:
Anti-Bullying**

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

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

Component 1: People and Programs (School Climate)

Objective: *Using the 2007-08 California Healthy Kids Survey (CHKS) data as a base-line, the school community will incorporate the survey findings into the schools’s improvement plans, including a focus on anti-bullying via an asset development approach.*

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

FOCUS:
Drug & Alcohol Prevention

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

Education Code

Section 35294.2[a][2]

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

Component 1: People and Programs (School Climate)

Objective: *Alcohol, tobacco, and other drug use will be diminished by 5% each year and students who need assistance with substance abuse programs will be provided appropriate referrals and support.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	A committee (which may consist of teachers, students, counselors, parents, etc.) will be organized to address substance abuse issues. <i>(School Site Council or School Safety Planning Committee)</i>	Fall 2011	Administrators, teachers, counselors (where applicable)	Agenda/ Minutes
2	California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings.	Fall 2011	Administrators, teachers, counselors (where applicable)	Assessment results
3	Implement board approved substance abuse prevention programs. <i>(K-5: Positive Action; 6-8: Life Skills; 9: Project Toward No Drug Abuse)</i>	Fall 2011	Administrators, counselors (where applicable)	Principal observation, Lessons
4	Ensure that students who need a drug or tobacco intervention program are appropriately referred.	September – June 2011	All school staff	Referrals
5	School will host a school wide seminar in collaboration with intermediate feeder to identify issues within schools and community. Support groups from the community to assist with information will be present	Fall 2012	Administrators, counselors, administrator from feeder schools	Sign in sheets of attendees

FOCUS:
School-Wide Interventions

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

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

Component 1: People and Programs (School Climate)

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

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

**FOCUS:
Emergency Radio
Communication System Practice**

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

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

Component 2: Places (Physical Environment)

Objective: *School staff will utilize the Orange County emergency communication system for schools, which will provide the ability to communicate via radio within the school, the district, and the O.C. system.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	School staff will receive training on the use and maintenance of the new emergency radios.	Spring/Fall 2011	District and site administrators	District sign-in
2	School staff will practice using the radios and will complete a monthly system check on a pre-designated date and time.	Fall 2011	Administrators	District call-in log
3	School staff will incorporate the radio system into their overall emergency communication plan and will utilize the radios during emergency drills.	Fall 2011	Administrators	Drill schedule

FOCUS:
**Incident Command System
 and Lock Down Procedures**

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

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

Component 2: Places (Physical Environment)

Objective: *Lock down drills will be implemented and practiced periodically throughout the year. The Incident Command System will be utilized.*

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	Administrators will review the district Lock Down procedures.	June 2011	Administrators	District sign-in
2	The Incident Command System (ICS) will be implemented.	Fall 2011	Administrators	Incident Command System chart will be completed
3	Provide ICS team with their roles and responsibilities.	Fall 2011	Administrators	Staff meeting agenda
4	Upload ICS names into Rapid Responder software.	Fall 2011	Administrators	Software check
5	Communicate Lock Down procedures to site staff.	Fall 2010	Administrators	Staff meeting agenda
6	Train and practice the Lock Down procedure using the ICS.	September – June 2011	Administrators	Drill schedule
7	Practice the Lock Down procedure at least once during the school year.	April 2011	Administrators	Drill schedule
8	Update substitute folders to include Lock Down and evacuation procedures.	Fall 2011	Administrators	Review substitute folders

**FOCUS:
Rapid Responder Software
Program**

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

Education Code

Section 35294.2[a][2]

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

Component 2: Places (Physical Environment)

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

Action Steps		Timeline/ Target Date	Monitoring Responsibility	Evidence of Completion
1	Identify vulnerabilities on site and assist the mapping company in identifying locations.	Spring 2011	Administrators, custodian	Completed April 09 with support from the Garden Grove Police and Fire Departments
2	Meet with First Responders to communicate site-specific emergency plans.	Spring 2011	Administrators, Safety Teams	Completed April 09 with support from the Garden Grove Police and Fire Departments
3	Attend district training on the use of the Rapid Responder software program.	Fall 2011	Administrators, Safety Committee	Training schedule, District sign-in
4	Update Rapid Responder software program to reflect any personnel or physical plant changes.	Ongoing, as needed	Administrators	Software check
5	Practice using the Rapid Responder software program during Table Top exercises and school-wide drills.	Spring 2011	Administrators, Safety Committee	Drill schedule

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

LOS AMIGOS HIGH SCHOOL SCHOOL PARENTAL INVOLVEMENT POLICY SUMMARY 2010-2012

The following is a summary of the Los Amigos High School Parental Involvement Policy for 2010-2011. Copies of the entire policy in English, Spanish and Vietnamese are available in the front office, on-line and through mail by parent request. The entire policy is also reviewed at Parent Advisory Meetings, English Learner Advisory Committee meetings, School Site Council meetings, Parent Booster Meetings, Freshmen Orientation, Back-to-School Night and Open House. Translation is available at all parent meetings.

At Los Amigos we understand that parental involvement means the consistent participation of parents in meaningful communication involving student academic learning and other school activities. We, the school staff, understand the importance of ongoing communication between parents and the school through reports on student progress, access to staff and opportunities to volunteer and participate in and observe the educational program.

- There will be an annual meeting to inform and distribute the School Parental Involvement Policy and information about other special school programs.
- The policy will be jointly developed, reviewed and updated annually by parents and Los Amigos staff.
- The policy will be made available to all parents in a language that the parents can understand at meetings, on-line and by mail.
- The Parent Student School Compact will be reviewed annually and remain an important component of the School Parental Involvement Policy.
- The annual Parent Survey will be used to determine the topics and scheduling of parent meetings.
- Parents will be given information regarding a description of the curriculum used in all courses, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- Parents will be instructed how to communicate their concerns to the Garden Grove Unified School District and will be provided assistance with translation if needed.

Specific Parent Involvement Activities that will be held in 2010-2011 will include but are not limited to the following:

- Ten Educational Commandments – Garden Grove Unified School District Parent Training Program
- Book Fair
- Cultural Appreciation Events
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- College Information Night
- College Fair
- Community Outreach Meetings
- District ELAC
- District Advisory Committee
- AVID Parent Meetings
- Grade Level Parent Meetings

Parent's Printed Name

Parent's Signature

Date

Student's Printed Name

Student's Signature

Date

Student's Grade

Student ID Number

**LOS AMIGOS HIGH SCHOOL
PARENT - STUDENT - SCHOOL
2010-2012 COMPACT**

Los Amigos High School, with the support of the community, endeavors to provide a positive, well-rounded education in a safe, productive environment, stimulating life-long learning, problem solving, self-esteem, and personal responsibility.

As a Los Amigos High School Parent I Pledge to:

- Encourage and expect my child to learn the Expected Schoolwide Learning Results (ESLRs) of being a Responsible Citizen, Academic Achiever, Self-Disciplined Individual, and Effective Problem-Solver.
- Encourage my child work toward fulfilling A-G requirements for college admission.
- Support my child's efforts to successfully complete the requirements necessary to earn a high school diploma by:
 - Making sure my student brings his/her school ID card everyday.
 - Encouraging my student to attend before or after school tutoring when necessary and available, and see his/her teachers for extra help.
 - Checking my student's Lobo Planner and/or encouraging grade checks on the first and/or third Thursday/Friday of each month.
 - Making sure my student attends school consistently and arrives on time to each class.
 - Providing study time at home.
 - Accessing Parent Portal to monitor student attendance and grades.
 - Encouraging my child to come to class prepared.
 - Participating in parent/teacher/counselor meetings.
 - Contacting the Attendance Office at 714-663-6554 to report absences and check on attendance.
 - Contacting counselors to check on student's progress at school and grad status.
- Show respect to the staff, students, and other parents at LAHS, the school and all school property.
- Show active support by attending co-curricular programs, parent groups, special events, and activities.
- Appreciate and celebrate cultural diversity and encourage unity on the campus and in my community.

Parent's Printed Name

Parent's Signature

Date

As a Los Amigos High School Student I Pledge to:

- Learn and put into practice the Expected Schoolwide Learning Results (ESLRs) of being a Responsible Citizen, Academic Achiever, Self-Disciplined Individual, and Effective Problem-Solver.
- Work toward fulfilling A-G requirements for college admission.
- Work to the best of my ability to successfully complete the requirements necessary to earn a high school diploma.
- Carry my school ID card everyday, and have it with me during all school sponsored activities.
- Attend before or after school tutoring when necessary and available and/or see my teachers for extra help.
- Use my Lobo Planner to keep track of my homework, tests, and projects.
- Comply with the rules of the school and those of my individual teachers.
- Show respect to all teachers, classmates, and staff at LAHS, the school and all school property to maintain a safe environment.
- Appreciate and celebrate cultural diversity and encourage unity on my campus and in my community.

Student's Printed Name

Student Identification Number

Student's Signature

All Los Amigos High School Staff Members Pledge to:

- Expect all students to attain the Expected Schoolwide Learning Results (ESLRs) of being a Responsible Citizen, Academic Achiever, Self-Disciplined Individual, and Effective Problem-Solver.
- Reinforce students' knowledge of and enrollment in courses that meet the A-G requirements for college admission.
- Encourage all students to successfully complete the requirements necessary to earn a high school diploma.
- Encourage students to attend before or after school tutoring when necessary and available and/or see their teachers for extra help.
- Respect and value all staff, students, and parents at LAHS, the school and all school property.
- Explain expectations, instructional goals, and grading systems to students and parents.
- Maintain a positive atmosphere for students, parents, and community.
- Make current grades available to parents and students.
- Increase parent contact to report student progress.
- Return calls and email contacts in a timely manner.
- Participate in parent/teacher/counselor meetings.
- Maintain and provide family privacy.
- Improve communication between home and school
- Appreciate and celebrate cultural diversity and encourage unity on the campus and in the community.

Robin Patterson

Principal's Printed Name

Principal's Signature

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

**LOS AMIGOS
SECTION C: FUNDING FOR ECONOMIC IMPACT AID
ECONOMIC IMPACT AID (EIA)**

Upon Approval of School Site Council, the amounts listed below may be designated to support additional direct services above and beyond the 2% centralized services initially taken “off the top” by the district.

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED
\$ 5106	<p>Parent and Community Outreach Parent and Community Outreach works as a division of the Department of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include:</p> <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs. • Serving as a link to parent and community resources. • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites. • Coordinating parent education and community outreach meetings.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LOS AMIGOS
SECTION C: FUNDING FOR ECONOMIC IMPACT AID**

ECONOMIC IMPACT AID	DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 3432	<p>Assessment and Registration Center (ARC)</p> <ul style="list-style-type: none"> Assists individual teachers and principals in providing initial assessment, organizing and conducting reclassification testing, translating, and assisting school staffs in meeting the needs of English learners.
\$ 4268	<p>Student Services and Child Welfare and Attendance</p> <ul style="list-style-type: none"> Bilingual-bicultural district-school psychologist intervenes in challenging cases and develops action plans and behavior plans. Advises school staff, parents, and students in the implementation of these plans. Provides bilingual services in addressing sensitive cultural and language barriers faced by families of English learners. Presents information to parents and community members about the importance of regular school attendance and the educational implications of excessive tardies and absences; child development; positive discipline; parenting strategies; motivation; socio-emotional needs of children; violence and school safety; risky behaviors; crisis intervention and response; and abuse of alcohol, tobacco, and other drugs. Presents information at Community Outreach meetings on the topics of risky behaviors, early warning signs prevention strategies, and referrals to community agencies. Serves as guest presenter on non-English local radio show regarding district-related special education and student services topics. Bilingual Community Specialists make home visits and meet with students and families to address concerns as identified by the school, district, or family.
ECONOMIC IMPACT AID	INDIRECT SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 10% ALLOWABLE – APPROVAL NOT REQUIRED
\$ 7279	<p>Centralized Services</p> <p>Centralized services include the coordination and monitoring the state funded Economic Impact Aid funds. The central office provides for articulation between schools, district, county, and assistance in the following:</p> <ul style="list-style-type: none"> Developing and monitoring the school budget and preparing financial reports. Monitoring the implementation of state and federally funded programs. Training and guiding of School Site Councils (SSC), English Learner Advisory Committees (ELAC), School Advisory Committees (SAC), and school staffs in the development and writing of the school plan. Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
\$ 22686	<p>Assessment and Registration Center (ARC)</p> <ul style="list-style-type: none"> Coordinates and plans for the implementation of the initial CELDT test and primary language assessment, the annual assessment of English learners, and the process for the follow-up required for reclassification. Coordination of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) according to CDE compliance requirements
\$ 353	<p>Evaluation and Research</p> <ul style="list-style-type: none"> Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District's evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school.
\$ 0	<p>School sites may be provided a clerk to support the objectives of supplemental programs.</p>

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

SECTION C: FUNDING FOR CENTRALIZED SERVICES

FUNDING SOURCE(S)		DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title III Title I ARRA	\$ 60454 \$ 61719 \$ 28033	Teachers on Special Assignment (TOSAs) provide staff development opportunities and guidance in areas related to the School Action Plan. Staff development on research-based instructional strategies include: <ul style="list-style-type: none"> • Literacy development across the curriculum • Instructional strategies in mathematics • Language acquisition for English learners • Content area strategies • Intensive intervention
Title I	\$ 85452	Supplemental counselor to provide support to at-risk students and families.
Title I Title III	\$ 8189 \$ 6201	Parent and Community Outreach works as a division of the Department of K-12 Educational Services to provide guidance, support, and training to parents, teachers, administrators, and support staff. The activities of the Parent and Community Outreach include: <ul style="list-style-type: none"> • Providing professional development opportunities in parent education programs • Serving as a link to parent and community resources • Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites • Coordinating parent education and community outreach meetings
Title I	\$ 0	Supplemental transportation to after-school program for at-risk students.
Title I	\$ 39509	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
Title I ARRA	\$ 98172	Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be used for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

FUNDING SOURCE(S)		INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED
Title I Title II	\$ 73200 \$ 4412	Centralized services include the coordination of overall state and federally funded programs, articulation between schools, district, county, and assistance in the following: <ul style="list-style-type: none"> • Developing and monitoring the school budget and preparing financial reports; • Monitoring the implementation of state and federally funded programs; • Training and guiding of School Site Councils (SSC) and school staffs in the development and writing of the school plan; • Coordinating staff development in areas of emphasis and serving as a resource in additional areas.
Title I	\$ 4501	Evaluation services are provided for the collection of test data and the completion of evaluation reports for local schools, district, and state. Other services can include training for school site councils and school staffs in the areas of research design, tests, measurements, and evaluation techniques. In addition, guidelines and assistance are provided to the schools to meet the District's evaluation requirements. Evaluation summaries are presented to the Board of Education and are available at each school.
Title I	\$ 14199	School sites may be provided a clerk to support the objectives of Title I programs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LOS AMIGOS
SECTION C: OVERVIEW OF CATEGORICAL SERVICES**

DIRECT SERVICES (K-12)

- Teachers on Special Assignment (TOSAs) provide guidance in (1) The planning process, (2) The review process, and (3) Writing the needs assessment. They meet with the Leadership Team, staff, and School Site Council to assist in analysis of the school program and exploration of possible solution procedures. TOSAs assist each school with staff development. This assistance may include helping determine what sessions are needed, finding resources to provide in-services, and/or conducting in-service sessions such as co-planning and co-teaching. Staff development may be scheduled after school, as a release day at the local school, or at the district office with other schools. Staff development topics include: implementation of standards-based instructional strategies, literacy development across the curriculum, mathematics, language acquisition for English Learners, other content area strategies, Systematic English Language Development (ELD), Constructing Meaning, Guided Language Acquisition Design (GLAD) training, and other supplemental Specially Designed Academic Instruction in English (SDAIE).
- School Testing Clerks work with school personnel to schedule and perform student skills testing at schools.
- Parent and Community Outreach works as a division of the Department of K-12 Educational Services to provide guidance, support, and training to teachers, administrators, and support staff. The activities of the Parent and Community Outreach include (1) Providing professional development opportunities in parent education programs, (2) Serving as a link to parent and community resources, (3) Developing and encouraging high-quality parent programs and parental involvement opportunities at school sites, and (4) Coordinating parent education and community outreach meetings.
- Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
- Bilingual supplemental counselors in grades 7 through 12 provide support for students who are credit deficient, at risk of not graduating, and/or at risk of not passing the CAHSEE. Supplemental counselors meet with principals, assistant principals, counselors, and other school/district staff to share information and determine services to support at-risk students. In addition, supplemental counselors meet with students who have excessive absences, students not attending interventions, make home visits, present parent information sessions, and provide resources for students and families. They will also provide counseling to siblings of identified students in support of the whole family.
- Gifted students are identified through district screening and testing and given the opportunity to participate in special day classes, which provide for acceleration in the curriculum and extended learning experiences at selected school sites.
- The Boys & Girls Clubs of Garden Grove provides after school programs (ASES and ASSETs), Mc-Kinney-Vento services, and Tobacco-Use Prevention Education programs through a partnership with the district.
- TUPE/Title IV resources support the implementation of district-adopted substance abuse prevention programs: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). A district at-risk psychologist is available to work with schools and meet with families to address high-risk behaviors.
- Title I funds are utilized to support the 10th grade administration of the PSAT and Family PSAT nights at high schools. SAT preparation classes are offered to all high school juniors at a reduced rates.
- Straight Talk counselors provide counseling services at the elementary level.
- Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards. Funds will also be use for the development and implementation of Alternative Programs to increase opportunities for students in meeting academic standards and high school graduation requirements.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LOS AMIGOS
SECTION C: OVERVIEW OF CATEGORICAL SERVICES**

INDIRECT SERVICES (K-12)

- The Departments of K-6 and 7-12 Instruction and K-12 Educational Services coordinate centralized and district resources to assist each school in meeting project requirements and providing quality programs.
- The Department of K-12 Educational Services provides information regarding budget categories, legal expenditures, and compliance.
- The Assessment and Registration Center (ARC) assists principals and individual teachers in providing assessments, translation, personnel, materials, and staff development to meet the needs of English Learners.
- Counselor on Special Assignment (COSA) provides guidance for counselors, supplemental counselors, and administrators regarding placement, A-G and graduation requirements. COSA organizes and plans implementation of various programs related to college readiness, such as PSAT/SAT prep classes, AP, College Information Night, and scholarships. COSA also plans and implements support services for at-risk students, such as credit recovery, summer school, academic review, and the organization of supplemental counselors.
- The Department of Evaluation and Research assists schools in evaluating their ongoing programs as well as assisting with appropriate testing and year-end evaluation procedures.
- Gifted and Talented Education assists principals and individual teachers in identifying and providing for the needs of gifted and talented students.
- School sites may be provided a clerk to support the objectives of Title I programs.
- Other district services (i.e. music, art, libraries) supplement the school site's base program as appropriate to the school's needs and plans.

GENERAL FUNDED DISTRICT SERVICES FOR STUDENTS (K-12)

- All English Learners receive an English language development program designed to meet their instructional needs.
- Upon request of the school, a district child welfare and attendance worker makes home calls twice a month or as needed regarding health, attendance, etc.
- The vocal music teacher provides music experiences to students in grades 1-6.
- Instrumental music instruction is offered to students in grades 4-6.
- Students are screened for health problems and referred to appropriate services as necessary. A district health assistant provides health services for 3 ½ hours per day.
- At the elementary level, parent conferences are regularly scheduled to inform parents of student progress and to aid them in assisting their children at home, and at the secondary level conferences are scheduled as needed to inform parents of student progress towards graduation.
- The Speech and Language pathologist screens students referred by the teacher and/or Student Study Team. The pathologist consults with the teacher regarding the speech and language needs of students.
- Following Student Study Team meetings and referral for assessment, a school psychologist coordinates assessment for students and makes appropriate recommendations to an IEP team.
- Students who qualify for special education may receive instruction and/or designated services following the recommendation of an IEP team.
- The Office of Special Education coordinates services of the speech and language pathologists, school psychologists, adapted physical educational teachers, and other appropriate services in identifying and providing services for individuals with exceptional needs.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
LOS AMIGOS
SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

SITE LEVEL SERVICES		CENTRALIZED SERVICES			
STATE FUNDED PROGRAMS	<input checked="" type="checkbox"/> Economic Impact Aid-State Compensatory Education (EIA-SCE) <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 100428	STATE FUNDED PROGRAMS	<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
	<input checked="" type="checkbox"/> Economic Impact Aid-Limited English Proficient (EIA-LEP) <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$ 225827		<input checked="" type="checkbox"/> Beginning Teacher Support and Assessment (BTSA)/Induction <u>Purpose:</u> A two year program that supports new teachers and leads participants to earn a clear credential.	
	<input type="checkbox"/> English Language Aquisition Program (ELAP) <u>Purpose:</u> Assists pupils in grades 4-8 to learn English efficiently, quickly, and to progress academically in meeting grade level standards.	\$		<input checked="" type="checkbox"/> Peer Assistance and Review (PAR) <u>Purpose:</u> Assist teachers through coaching and mentoring.	
	<input type="checkbox"/> After School Education and Safety Grant (ASES) <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$		<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (TUPE) – Grades 6-12 <u>Purpose:</u> Eliminate tobacco use among students.	
		<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.			
		<input checked="" type="checkbox"/> Middle and High School Supplemental Counseling Program <u>Purpose:</u> To provide support for students who are credit deficient, are at risk of not graduating, and/or are at risk of not passing the CAHSEE.			
FEDERALLY FUNDED PROGRAMS	<input type="checkbox"/> 21st Century After School Safety and Enrichment for Teens (ASSETs) <u>Purpose:</u> Provides academic enrichment opportunities and supportive services in before or after school programs.	\$		FEDERALLY FUNDED PROGRAMS	<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.
	<input type="checkbox"/> Title I, Part A: Schoolwide Program (SWP) <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (EETT) <u>Purpose:</u> Support professional development and the use of technology.
	<input type="checkbox"/> Title I, Part A: Targeted Assistance Program (TAS) <u>Purpose:</u> Helps educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$			<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.
	<input checked="" type="checkbox"/> Title I, Part A: Program Improvement (PI) <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB Adequate Yearly Progress (AYP) targets for one or more identified student groups.	\$ 486864			<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug Free Schools and Communities (SDFSC) <u>Purpose:</u> Support learning environments that promote academic achievement.
	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)	\$ 48377	<input checked="" type="checkbox"/> Title I American Recovery and Reinvestment Act (one-time)		

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



Type and cells will expand.

Title of Position	% FTE	# of Positions budgeted*	Funding Source	Justification for Title I, EIA-LEP, and EIA-SCE funded positions
IA- B BI SP	37.5%	6	EIA/LEP	
IA-B BL V	37.5%	2	EIA/LEP	
IA-B LEP/ESL	37.5%	1	EIA/LEP	
SCL WKR BL SP	43.75%	4	EIA/LEP	
SCL WKR V	43.75%	1	EIA/LEP	
SCH TESTING CLK	21.88%	1	EIA/LEP	
SCH TESTING CLK	21.88%	1	Title I- Cent Svs	
TEACHER	33%	1	Title I	
TEACHER	67%	1	Title I	
CRA INSTR	43.75%	1	Title I	
SCH OFFICE CLK I	37.75%	1	Title I	
HEALTH ASSIST	43.75%	1	Title I	
AVID TUTOR		6	Title I	
AVID TUTOR		6	Title I-Cent Svs	
COMM. OUTRCH SPC	100%	5	EIA/LEP	
COUNSELOR	100%	1	Title I-EIA	
ACADEMY TUTORS	100%	4	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.

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

**BUDGET NARRATIVE
BASED ON FINAL ALLOCATIONS**

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 129,004
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 12,900
TITLE I BALANCE REMAINING FOR 2010-11	\$ 116,104

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours		
Additional Staff Development Hours*		
Additional Staff Development Substitutes*		
Additional Parent Education*		
Instructional Materials and Supplies		
Other Books		
Non-Capitalized Equipment (Page D-2)		
Other:		
Other:		
Other:		

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

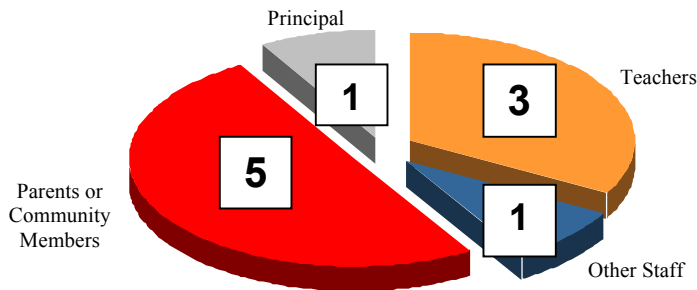
Rates for Budgeting	
Substitutes	\$121/day
Teacher Hourly	\$53/hr
Classified Hourly	\$28/hr

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

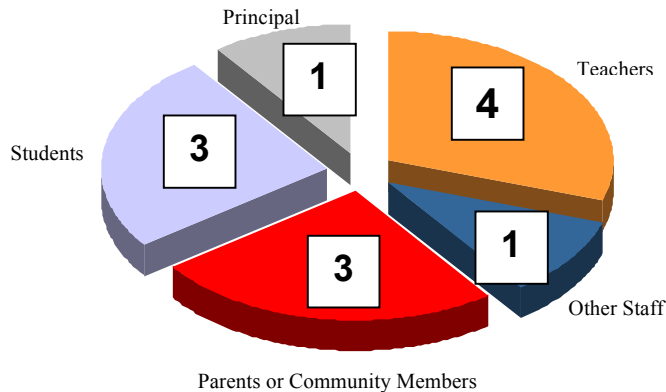
SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)

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

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



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

a. Peer selection process: The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:

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

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

c. Procedure for replacing a member: The procedure for replacing a member shall be pre-determined. Recommended procedures include:

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

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



SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

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

MINIMUM ELEMENTARY COMPOSITION*

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

=

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

MINIMUM SECONDARY COMPOSITION*

STAFF MEMBERS (6)	
	Principal
1.	Robin Patterson
	Teachers
2.	William Hawley
3.	Jeff Elsten
4.	Lisa Macafee
5.	Sara Kanter
	Other Staff
6.	Jared Fulton

=

NON-STAFF MEMBERS (6)	
	Parents/ Community Members
1.	Dawn Villarreal
2.	Rogelio Serrano
3.	Lorraine Lopez
	Students
4.	Judith Herrera
5.	Janet Lopez
6.	Bryce Sarmiento

*If additional members are elected to the SSC, please contact K-12 Educational Services for consultation regarding legal requirements of parity.

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

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. The peer selection process may include:

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. Parents 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 your school.
3. 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 of English learners to vote. Parents from last year's ELAC count the ballots.

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

c. Procedure for replacing a member:

The procedure for replacing a member shall be pre-determined. Recommended procedures include:

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

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



SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

A school with 21 or more English Learners (EL) must have a functioning English Learners Advisory Committee (ELAC). The size of the ongoing committee should reflect the number of ELs in the school. The principal will serve as an ex-officio, non-voting member.

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

PARENTS OF ENGLISH LEARNERS	
1.	Dawn Villarreal
2.	Dong Vu
3.	Maria Luna
4.	Jorge Gutierrez
5.	Rocio Aguilar
6.	Lizeth Sanchez
7.	Adela Soto
8.	Luisa Valencia
9.	Maribel Ramos
10.	Angelica Chavez
11.	Oscar Rebolledo
12.	
13.	
14.	
15.	

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

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of EL serving on ELAC	≥	% of EL students at the school
11	÷	11	=	100%	≥	38%
Enter #		Enter #		Calculate %		K-12 Ed Svs enter %

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012
 LOS AMIGOS
 SECTION F: PLAN APPROVAL PAGE**



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

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

This school plan was adopted by the school site council at a public meeting on: March 3, 2011

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
School Principal	Robin Patterson		
SSC Chairperson	William Hawley		



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

SECTION F: RECOMMENDATIONS AND ASSURANCES

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

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

SCHOOL SITE COUNCIL	Typed Name of Chairperson	Signature	Date
	William Hawley		
SCHOOL ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		
ENGLISH LEARNER ADVISORY COMMITTEE	Typed Name of Chairperson	Signature	Date
	Lilia Amezcua		
CLASSIFIED	Typed Name of Classified Person	Signature	Date
	Viridiana Badillo		
PRINCIPAL	Typed Name of Principal	Signature	Date
	Robin Patterson		