

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



# 2010-2012 Single Plan for Student Achievement for MORNINGSIDE

## 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: Feb. 24, 2011

Board Approved: March 15, 2011

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

**MORNINGSIDE  
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 3  
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

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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
MORNINGSIDE  
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
<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. The district will mail a parent notification regarding Program Improvement status, which includes all required elements.	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

**SCHOOL ACTION PLAN – 2010/11**

**MORNINGSIDE ELEMENTARY SCHOOL**

**DISTRICT GOAL 1**

**SCHOOL WIDE GOALS**

**Adequate Yearly Progress (AYP) – English Language Arts and Math**  
(See Trajectory Plots)

**2008-2009 School Data**

SUBGROUP	<u>ENGLISH LANGUAGE ARTS*</u>			<u>MATH*</u>		
	2008	2009	2010 Target	2008	2009	2010 Target
School Wide	52.9%	59.5%	56.8%	61.9%	70.8%	58.0%
Asian	62.8%	70.1%	56.8%	72.7%	81.5%	58.0%
Hispanic	33.0%	38.4%	56.8%	41.5%	51.5%	58.0%
White			56.8%			58.0%
SED	48.8%	56.8%	56.8%	58.8%	68.6%	58.0%
EL	54.4%	60.6%	56.8%	64.5%	72.6%	58.0%

\*Blank = Not a Significant Subgroup

**2009 – 2010 School Data**

SUBGROUP	<u>ENGLISH LANGUAGE ARTS*</u>				<u>MATH*</u>			
	2009	2010 Target	2010	2011 Target	2009	2010 Target	2010	2011 Target
School Wide	60.5%	56.8%	59.8%	67.6%	71.6%	58.0%	75.9%	68.5%
Asian	68.9%	56.8%	68.8%	67.6%	79.6%	58.0%	82.5%	68.5%
Hispanic	40.4%	56.8%	40.2%	67.6%	53.6%	58.0%	59.8%	68.5%
White		56.8%		67.6%		58.0%		68.5%
SED	57.8%	56.8%	56.7%	67.6%	70.4%	58.0%	73.9%	68.5%
EL	52.2%	56.8%	48.3%	67.6%	68.1%	58.0%	70.2%	68.5%

\*Blank = Not a Significant Subgroup

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
Office of Elementary Education  
Department of K-12 Educational Services

**ENGLISH LANGUAGE ARTS ACTION PLAN (ELA PLAN)**

Based on the 2009/10 CST report, 39.7% of students scored below proficiency, and 28.0% 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:

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
<b>Early Intervention</b>	<b>DIBELS, VOYAGER</b> <ul style="list-style-type: none"> <li>All teachers in grades K-3 will assess targeted students using DIBELS and implement routines and strategies during Reading block and Universal Access time to address the areas of need identified through the assessment.</li> <li>Selected staff will implement Voyager</li> </ul>	September 2009 – June 2010	Staff, TOSA and principal	Assessments (Dibels, ELA)
<b>Extended Day Opportunities</b>	<ul style="list-style-type: none"> <li>Teachers may provide targeted, explicit support to students at-risk before or after school in ELA and/or math.</li> <li>Teachers will monitor the growth of at-risk students using a variety of assessments.</li> </ul>	October 2009 – May 2010	Staff	Assessments
<b>Houghton Mifflin (HM) Advanced</b>	<ul style="list-style-type: none"> <li>PTCT's and new teachers will receive in-depth training in the effective use of Houghton Mifflin in the context of the best practices recommended by the National Reading Panel.</li> <li>All teachers will implement Houghton Mifflin within district guidelines.</li> </ul>	September 2009- June 2010	Staff, TOSA and principal	Benchmark Theme Skills
<b>Language!</b>	<ul style="list-style-type: none"> <li>Teachers new to <i>Language!</i> and those who have been using <i>Language!</i> will receive ongoing support in how to best organize and deliver instruction, as well as how to assess students and differentiate to ensure students achieve mastery.</li> <li>All teachers will implement <i>Language!</i> within district guidelines.</li> </ul>	September 2009- June 2010	Staff and principal	Assessments
<b>Leadership Academy</b>	<ul style="list-style-type: none"> <li>Leadership team teachers will distribute information from the leadership academy sessions within collaboration and faculty meeting settings.</li> <li>All teachers will utilize elements from the training in the planning and instruction of English Language Development (ELD) and H-M Medallions.</li> </ul>	September 2009- June 2010	Staff, TOSA, Leadership Team and principal	Agendas Calendar
<b>Teaming Grades 1-6</b>	<ul style="list-style-type: none"> <li>Teachers will scaffold instruction, strategies, and support based on students' current levels, with the goal that all students reach proficiency.</li> <li>Teachers will collaborate weekly to ensure curricula is best implemented and to dialogue to determine the best support for all students.</li> </ul>	October 2009- June 2010	Principal	Collaboration Notes Lesson Plans
<b>Thinking Maps</b>	<ul style="list-style-type: none"> <li>Teachers will consistently utilize maps across all content areas to help students visualize thinking processes and organize information.</li> <li>Special attention will be paid to using maps to support reading comprehension.</li> </ul>	September 2009- June 2010	Staff, TOT, TOSA and principal	Classroom walls Writing folders
<b>Universal Access (UA) with Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Teachers will use data to determine who needs extra support and the areas in which they need extra support.</li> <li>Teachers will provide explicit academic support to students daily within the ELA block during flexible instructional groups.</li> </ul>	October 2009- June 2010	Staff and principal	Backward Planning Data Analysis
<b>Write From The Beginning (WFTB)</b>	<ul style="list-style-type: none"> <li>Teachers will build on Thinking Maps to support student writing, particularly during the prewriting and drafting phases of the writing process.</li> <li>Teachers will utilize WFTB graphic organizers, strategies, and mini-lessons to help facilitate greater student understanding of the meaning of text and help students prepare better first drafts.</li> </ul>	September 2009- June 2010	Staff, TOT, TOSA and principal	Classroom Walls Writing folders
<b>Advanced Direct Instruction</b>	<ul style="list-style-type: none"> <li>Teachers will be trained to implement DI Strategies in ELA.</li> <li>Training will include cognitive planning, active engagement strategies, and checking for understanding.</li> <li>All teachers will incorporate planning, strategies, and checking for understanding in their daily instruction.</li> </ul>	August 2010 – June 2011	Staff, TOSA, and principal	Sign in Implementation of strategies

**MATH ACTION PLAN (MA PLAN)**

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

Office of Elementary Education  
Department of K-12 Educational Services

Based on the 2009/2010 CST report, 24.4% of students scored below proficiency, and 18.0% of students did not move up a band on the CST Math. In order to meet District Goal 1, training and implementation will be focused on the areas listed below:

<b>ACTION STEPS</b>		<b>Timeline/Target Date/ Scheduled Trainings</b>	<b>Monitoring Responsibility</b>	<b>Evidence of Completion</b>
<b>Math Intervention</b>	<ul style="list-style-type: none"><li>Teachers will instruct students using the Beyond the Basic Facts math facts program. Students not proficient will be provided with additional support.</li><li>Students will be identified through administration of assessments..</li></ul>	September 2009- June 2010	Staff and principal	BTBF books Schedules
<b>Project G</b>	<ul style="list-style-type: none"><li>All teachers will implement the instructional pacing, lesson design, and assessment outlined in the Project G training.</li></ul>	September 2009- June 2010	Staff and principal	Lesson plans Math journals

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
Office of Elementary Education  
Department of K-12 Educational Services

**SCHOOL ACTION PLAN – 2009/10**

**MORNINGSIDE ELEMENTARY SCHOOL**

**DISTRICT GOAL 2**

**ENGLISH LANGUAGE LEARNER ACTION PLAN (ELL PLAN)**

Based on the 2009/2010 CELDT report, 34% of English Language Learner students did not make growth due primarily to the area indicated with an 'X' below:

- Listening
- Speaking
- Reading
- Writing

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

ACTION STEPS		Timeline/Target Date/ Scheduled Trainings	Monitoring Responsibility	Evidence of Completion
<b>English Learner Intervention</b>	<ul style="list-style-type: none"> <li>• Identify students not making growth and provide targeted instruction before, during and/or after school</li> <li>• Data will be reviewed and analyzed regularly to monitor student placement for the ELD instructional block.</li> </ul>	September 2009- June 2010	Principal and Grade Level Representatives	Agendas Lesson Plans
<b>Systematic English Language Development (SELD)</b>	<ul style="list-style-type: none"> <li>• Teachers will incorporate strategies from SELD/ALD training into their ELD lessons.</li> </ul>	October 2009- June 2010	Staff and principal	Sign ins Lesson plans

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
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**SCHOOL ACTION PLAN – 2009/10**

**MORNINGSIDE ELEMENTARY SCHOOL**

**SCHOOL CLIMATE: SUPPLEMENTARY SUPPORT ACTIVITIES (SC PLAN)**

The content of the School Climate: Supplemental Support Activities (SC Plan) is based on identified needs in other areas of school improvement. Related expenditures are allowable if they achieve the purpose of the founding source and only supplement the program.

<b>SCHOOL CLIMATE</b>	
<b>PATH/Habits of a Scholar</b>	<ul style="list-style-type: none"> <li>• Sixth grade teachers will implement the PATH program with students.</li> <li>• Weekly "Scholarly Traits" will be focused upon in announcements and through student awards</li> </ul>
<b>Student Goal Setting</b>	<ul style="list-style-type: none"> <li>• All 3-6 students will assist in setting goals for use in Goal Setting Conferences based upon examination of their individual data and discussion of Scholarly Traits.</li> </ul>
<b>Reading Is Fundamental (RIF)</b>	<ul style="list-style-type: none"> <li>• Students will receive books to motivate student reading and improve literacy.</li> <li>• RIF will subsidize the purchase of books.</li> <li>• Title I funding may be used for up to 50% of the school's responsibility.</li> <li>• Remaining school balances may be funded through SLIBG or PTO funds.</li> </ul>
<b>Schoolwide Positive Behavioral Intervention Support</b>	<ul style="list-style-type: none"> <li>• A schoolwide plan for teaching and reinforcing appropriate and outlining consequences for inappropriate behavior will be developed and carried out.</li> </ul>
<b>10 Education Commandments</b>	<ul style="list-style-type: none"> <li>• Training will be offered for the purpose of implementing the program at the school site.</li> <li>• Teams may be created at the school site to provide parents with the opportunity to meet a variety of staff members who may offer multiple perspectives.</li> <li>• Training will be offered for parents and staff to incorporate parents into the school-team model.</li> </ul>
<b>Community Outreach Meetings</b>	<ul style="list-style-type: none"> <li>• Parents and staff will be invited to attend meetings based on parent-driven topics of interest.</li> <li>• Parents and staff will share the information with their principal, staff, and other parents.</li> <li>• Schools may host site based Community Outreach Meetings.</li> </ul>
<b>Boys and Girls Club Partnership</b>	<ul style="list-style-type: none"> <li>• Students attending the Boys and Girls Club after school program will receive homework assistance on a daily basis, as well as participate in enrichment programs.</li> <li>• The teacher liaison and principal will collaborate with the site coordinator to align the after school program with the regular school day.</li> <li>• Parents are invited to quarterly family night events.</li> <li>• Funding provided by the After School Education and Safety (ASES) grant and district in-kind support.</li> </ul>
<b>Parent Involvement</b>	See <i>Section B: School Parental Involvement Policy (SPIP)</i>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
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<b>SUPPLEMENTAL SUPPORT ACTIVITIES</b>	
<b>Science/Health</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level science standards.</li> <li>• Students will be prepared to meet the CST science AYP targets.</li> <li>• Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.</li> </ul>
<b>History/Social Science</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level history/social science standards.</li> <li>• Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level physical education standards.</li> <li>• Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.</li> </ul>
<b>Fine and Performing Arts</b>	<ul style="list-style-type: none"> <li>• All students will participate in appropriate grade level fine and performing arts standards.</li> <li>• Planned activities may include funding of materials and supplies, assemblies, consultants, field trips, and guest speakers to create background and prior knowledge for school programs.</li> </ul>
<b>Environments Conducive to Learning</b>	<ul style="list-style-type: none"> <li>• Equipment (including maintenance), materials, and supplies may be funded to support school side goals.</li> <li>• Funding may support home-school communication in major primary languages represented in the school.</li> </ul>
<b>Support Personnel</b>	<ul style="list-style-type: none"> <li>• Funding may provide for extra support outside regular work hours and assistance to students and parents in other areas related to the school action plan.</li> <li>• Categorical Extra Duty Personnel Requests may be completed for extra time requested.</li> <li>• Additional time for counseling services, nurses, and/or school psychologists may also be supported.</li> </ul>
<b>School Library Materials</b>	<ul style="list-style-type: none"> <li>• Materials and supplies to support the library program.</li> </ul>

**Plan pages continued in Section B**

- Safe Schools Plan
- School Parental Involvement Plan

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Special Education and Student Services  
Department of K-12 Educational Services

**Safe Schools Plan**  
**2010-2012**

***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  
Office of Special Education and Student Services  
Department of K-12 Educational Services

**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.”

**Safe Schools Plan**  
**2010-2012**

**Component 1: People and Programs (School Climate)**

**Objective:** *Using the 2009-10 California Healthy Kids Survey (CHKS) data as a base-line, the school community will incorporate the survey findings into the schools’ 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 2012	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, Straight Talk Anti-Bullying Program, 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 2012	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 2010	Administrators	Agenda, School Parental Involvement Plan, Promotional materials

To be included in the Single Plan for Student Achievement: Section B

**FOCUS:**  
**School-Wide Interventions**

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Special Education and Student Services  
Department of K-12 Educational Services

**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.”

**Safe Schools Plan**  
**2010-2012**

**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.	Fall 2010	Administrators, teachers, counselors (where applicable)	Staff meeting agenda
2	Students will be assessed for needs	On-going	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.	On-going	Administrators, counselors (where applicable)	Students are identified for targeted interventions or other referrals for support
4	<b>Intervention programs (academic interventions, mentors, after-school programs, counseling, and other support services) will be prescribed for specific students.</b>	<b>On-going</b>	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).	On-going	District and site staff	Parent program agenda

**FOCUS:  
Emergency Radio  
Communication System Practice**

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Special Education and Student Services  
Department of K-12 Educational Services

**Safe Schools Plan  
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 continue to receive training on the use and maintenance of the emergency radios.	Spring/Fall 2010	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 2010	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 2010	Administrators	Drill schedule

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

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 Office of Special Education and Student Services  
 Department of K-12 Educational Services

**Safe Schools Plan  
 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 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.	Fall 2010	Administrators	District sign-in
2	The Incident Command System (ICS) will be maintained.	Ongoing	Administrators	Incident Command System chart will be completed
3	Provide ICS team with their roles and responsibilities.	Fall 2010	Administrators	Staff meeting agenda
4	Upload ICS names into Rapid Responder software.	Fall 2010	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.	2010-11	Administrators	Drill schedule
7	Practice the Lock Down procedure at least once during the school year.	Ongoing	Administrators	Drill schedule
8	Update substitute folders to include Lock Down and evacuation procedures.	Fall 2010	Administrators	Review substitute folders

**FOCUS:  
Rapid Responder Software  
Program**

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Special Education and Student Services  
Department of K-12 Educational Services

**Safe Schools Plan  
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 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.	Annually as needed	Administrators, custodian	Support from the Garden Grove Police and Fire Departments
2	Meet with First Responders to communicate site-specific emergency plans.	Annually	Administrators, Safety Teams	Support from the Garden Grove Police and Fire Departments
3	Attend district training on the use of the Rapid Responder software program.	Spring 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  
 Office of Special Education and Student Services  
 Department of K-12 Educational Services

**Safe Schools Plan  
 2010-2012**

SCHOOL:  
 \_\_\_\_\_  
 DATE:  
 \_\_\_\_\_

**Safe Schools Plan Approval Page**

*Education Code* sections 35294.2[e]; 35294.8[a]  
 “Each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1, each year thereafter.”  
 “The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety committee no less than once a year...”

**School Site Council Approval**

Printed Name	Signature
Betsy Moran	
Dominique Nguyen	
Mimee Tang	
Huong Nghiem Le	
Thu Luong Ta	
Kim Okuda	
Hang Thi Nguyen	

**School Safety Planning Committee (when applicable)**

Printed Name	Signature

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Morningside

**SCHOOL PARENTAL INVOLVEMENT POLICY**  
**2010-2012**

**ALL SCHOOLS**

**Part I General Expectations**

**Morningside** 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**  
**Morningside**

**ALL SCHOOLS**

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

<b>1. Morningside 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 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>X</b>
<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>
{Other}		
<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>
{Other}		
<b>Organized, Ongoing, and Timely Action</b>		
<b>Parent committee:</b>	<i>Establish a parent committee (a subcommittee of the SSC) 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>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>
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

<b>2. Morningside 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>		
<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>		
<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>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>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>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>X</b>
<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**  
**Morningside**

<b>3. Morningside 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 (create a subcommittee within SSC) 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>	
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

<b>4. Morningside 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 <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>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**  
**Morningside**

<b>5. Morningside 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., conferences, 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>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>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>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**  
**Morningside**

<b>6. Morningside 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>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>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>X</b>
<b>Timeline for resolution:</b>	<i>Provide parents with an expected timeline for resolution of a problem or complaint.</i>	
<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>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

<b>7. Morningside 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 <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>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  
Morningside**

**ALL SCHOOLS**

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

<p>1. Morningside will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:</p> <p align="right">[I-CE 2.3]</p>	<p>2. Morningside will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –</p> <ul style="list-style-type: none"> <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 align="right">[I-CE 2.3(a)]</p>	<p>3. Morningside will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:</p> <p align="right">[I-CE 2.3(b)]</p>
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**Parental Involvement Activities**

SITE-BASED	Event {Insert/Delete row as needed}	Description {Please revise descriptions to match site practices}	1	2	3	Role of Parents {Revise as needed}	Responsibility To Organize {Revise as needed}
		Family Night November January April	One event for each of the content areas, ELA, math, and science. Events will work to strengthen partnerships between families and school. Event will focus on developing skills that parents can use at home to support student learning. Information regarding standards, curriculum, and assessments for each of the content areas will be shared. Interpreters available.	X	X		Parents attend evening events and learn skills to support their children at home.
	10 Educational Commandments (Spanish) October/December January/February Thurs (Vietnamese) October/December January/February Thurs	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).

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

School Fair/ School Barbeque; Book Fair Winter and Spring.	Funds raised by these events will help to support the costs of enriching students' educational experience (e.g., standard-based field trips and assemblies).	X			Organized by Parent-teacher organization. Attended by families and community.	Organized by PTO Principal guidance
Student-Led Conferences Fall and Spring.	Students will guide parents through a series of predetermined stations to demonstrate what they have learned in school. The conference will end with a conversation with the teacher regarding student progress. Interpreters available.		X	X	Parents attend conferences to communicate with teachers regarding their children's progress reports/grades.	Principal Teachers
Transition Meeting Fall/Spring	Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school, counselor, AVID, Spec. Ed).		X		Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.	Principal Counselors Teachers
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events (e.g., Tet, International Night, Cultural Assemblies).	X			Parents can assist in the development of school events.	Principal School staff Parents
English Learner Advisory Committee (ELAC) Meets quarterly	The process for the formation of the ELAC and its responsibilities are described in the ELAC Packet and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	X	X		Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.	Principal Standing members of the ELAC
School Site Council (SSC) Meets quarterly	The process for the formation of the SSC and its responsibilities are described in the SSC Packet and is part of the SPSA. Public is invited to provide input.	X	X		Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.	Principal Standing members of the SSC

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

**Parental Involvement Activities**

<b>CENTRAL DISTRICT</b>	<b>Event</b> {Insert/Delete row as needed}	<b>Description</b> {Please revise descriptions to match site practices}	<b>1</b>	<b>2</b>	<b>3</b>	<b>Role of Parents</b> {Revise as needed}	<b>Responsibility To Organize</b> {Revise as needed}
	College Information Nights October: High school February: Intermediate April: Elementary	Parents will hear district counselors present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available.	X	X		Parents attend to gather information that will help prepare their children for college.	K-12 Educational Services and Outreach
	College Fair October: High school only	College Fair: Parents and students can meet with college representatives and gather information. Special presentation for parents of students in special education programs will be offered immediately preceding the high school College Fair. Interpreters available. Childcare available.	X	X		Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.	K-12 Educational Services and Outreach
	Community Outreach Meetings Quarterly	Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	X	X	X	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.	K-12 Educational Services and Outreach
	Family Literacy/ REACH for Success Nearest site: Clinton Corner, Room 7-9 Saturdays 10:00AM – 1:00PM	Offered at 10 sites in the district. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Childcare also available for children ages 3 and up- providing educational enrichment activities.			X	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.	Boys and Girls Clubs of Garden Grove
	Community Fair May 2009	Location: TBD Local community resources and organizations will be available to answer questions and distribute information for families.	X	X	X	Parents attending the event will gather resources.	K-12 Educational Service and Outreach
	District English Learners Advisory Committee (DELAC) 3 <sup>rd</sup> Thursday every month	Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	X	X		The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting.	Assessment and Registration Center Principal ELAC Community Liaison
	District Advisory	Representatives from each school discuss district funding and	X	X		Parents give input on Title I,	K-12 Educational

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
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	<b>Committee (DAC) Meets once a year</b>	support of goals.				EIA, and SLI, as well as goals of the LEA plan.	Services
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

<b>4. Morningside 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>{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>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>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>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>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**

<b>5. Morningside 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**  
**Morningside**

<b>6. Morningside 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>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>Formal parent committees (e.g., ELAC, SSC, DELAC)</i></li> <li>○ <i>10 Education Commandments</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 (<a href="http://www.ggusd.us">www.ggusd.us</a>).</i>	<b>X</b>
<b>{Other}</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
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<b>7. Morningside 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>{Other}</b>		
<b>8. (name of 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>

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**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)]

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside**



**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Morningside Elementary**  
**School-Parent Compact**  
**FOR THE SCHOOL YEAR 2010-11**

IT IS IMPORTANT THAT FAMILIES AND SCHOOLS WORK TOGETHER TO HELP STUDENTS ACHIEVE HIGH ACADEMIC STANDARDS. THROUGH A PROCESS THAT INCLUDED TEACHERS, FAMILIES, STUDENTS, AND COMMUNITY REPRESENTATIVES, THE FOLLOWING ARE AGREED UPON ROLES AND RESPONSIBILITIES THAT WE AS PARTNERS WILL CARRY OUT TO SUPPORT STUDENT SUCCESS IN SCHOOL.

**Morningside Elementary and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards**

**School Pledge**

We, the school staff, will provide high-quality curriculum and instruction and support children's learning and agree to carry out the following responsibilities to the best of our ability:

- Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, staff will be available to parents, parental opportunities to volunteer, participate, and observe the educational program.
- Send home learning materials in math and reading.
- Continually work on teaching strategies so that staff can successfully teach all children.
- Provide high-quality curriculum and instruction.
- Motivate students to learn.
- Actively participate in collaborative decision-making and consistently work with families and school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.
- Communicate that college is in their future.
- Monitor educational progress, be involved in goal setting, and encourage accountability for these goals.
- Encompass each student's unique learning abilities and how they can contribute to society in the future.
- Collaborate with peers to ensure needs of all students are addressed.
- Provide a safe environment

**Parent Pledge**

We, as parents, will support our child's learning and agree to carry out the following responsibilities to the best of our abilities:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Provide a quiet time and place for homework. Make sure the homework is completed.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

**Morningside**

- Monitor the amount and selection of television programs my child watches and use of telephone/cell phone, computer and video games.
- Read with or read to my child 20 minutes a day.
- Participate, as appropriate, in decisions relating to my child’s education.
- Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the district and responding as appropriate.
- Communicate with the teacher or the school when I have a concern...
- Support the classroom and school discipline plan.
- Know my child’s grade level, teacher name, and classroom number.
- Communicate the importance of education and learning to my child.

**Student Pledge**

I, as a student, will take responsibility for my learning and agree to carry out the following responsibilities to the best of my ability:

- Do my homework every day and ask for help when I need it.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, homework and turn them in when it is due.
- Know and follow school and classroom rules.
- Limit my TV watching and telephone/cell phone, computer and video game usage, and instead, study or read every day after school.
- Leave personal items unrelated to school at home.

*Signatures:*

\_\_\_\_\_   
 School

\_\_\_\_\_   
 Parent(s)

\_\_\_\_\_   
 Student

\_\_\_\_\_   
 Date

\_\_\_\_\_   
 Date

\_\_\_\_\_   
 Date

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Morningside**

**ALL SCHOOLS**

**Part V Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:  
**During a district information meeting, a parent and administrator reviewed and developed the plan to fit Morningside Elementary.**

This policy was adopted by (**Morningside Elementary School**) on (**Feb. 24, 2011**) and will be in effect for the period of **2010-2012**. The school will distribute this policy to all parents on or before (**June 1, 2011**). It will be made available to the local community on or before **June 1, 2011**. **Morningside'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**

# **School-Parent Compact**

## **Morningside Elementary School**

### **2010-2012 School Year**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school.

(Name of school) and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### **School Pledge**

We, the school staff, will provide high-quality curriculum and instruction and support children's learning and agree to carry out the following responsibilities to the best of my ability:

- Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Get to know family members by name.
- Report absences and tardiness promptly.
- Create a partnership with every family in my classes.
- Monitor student progress and update parents monthly.
- Make sure all students get help as soon as it's needed.
- Send home learning materials.
- Explain my approach to teaching, expectations, and grading system to students and their families.
- Continually work on my teaching strategies so that I can successfully teach all children.
- Assign work that is relevant and interesting.
- Make sure students understand the assignment, what they'll learn from it, and grade it in a timely manner."
- Maintain regular communication about academic progress.
- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.

## **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

- Provide assistance to families on what they can do to support their child's learning.
- Reinforce students' knowledge of and enrollment in courses that meet the A-G requirements for college admission.
- Encourage all students to attend before and/or after school tutoring when available and/or see their teachers for extra help.
- Explain expectations, instructional goals, and grading systems to students and parents.
- Make or increase the number of parent phone calls to report student progress.
- Return calls and email contacts in a timely manner.
- Participate in parent, teacher and/or counselor meeting.
- Develop and receive training on research-based teaching strategies and programs.
- Communicate that college is in their future.
- Emphasize the opportunities that college will offer.
- Monitor educational progress, be involved in goal setting, and encourage accountability for these goals.
- Encompass each student's unique learning abilities and how they can contribute to society in the future.
- Accept and ask for parent involvement in addressing student challenges.
- Collaborate with my peers to ensure we are addressing the needs of all students.
- Provide website information or a place for parents to feel welcome to communicate their concerns with parents and school administration.

# **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

## **Parent Pledge:**

We, as parents, will support our child's learning and agree to carry out the following responsibilities to the best of our abilities:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Make sure the homework is completed.
- Monitor the amount and selection of television programs my child watches.
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the district, either received by my child or by mail, and responding, as appropriate.
- Serve, to the extent possible, on advisory groups such as the School Site Council, the English Learner Advisory Committee, and other committees active at the school site and the district level.
- Let the teacher know if my child has any problems with learning.
- Use instructional materials the school sends home each week to help my child.
- Read to and/or with my child 30 minutes a day.
- Help my child see how to use education to pursue his/her interests and goals.
- Provide a quiet time and place for homework.
- Communicate with the teacher or the school when I have a concern.
- Regularly monitor my child's progress in school.
- Communicate the importance of education and learning to my child.
- Support the school's discipline and dress code.
- Make every effort to attend school events, such as parent-teacher conferences, AVID parent meetings, Open House, and Back-To-School Night.
- Discuss and emphasize post-secondary options such as the college experience.
- Contact the school to ensure my child is on the right track with A-G course selection.
- Learn about the A-G requirements for college admission.
- Participate in parent, teacher, and/or counselor meetings.
- Encourage my child to attend before or after school tutoring when available and/or see his/her teachers for extra help.
- Contact the attendance office to report absences and check on attendance.
- Contact counselor to check on my child's progress at school and graduation status.
- Keep a list of new words, and link letters to sounds.

## **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

- Play number games with my child every week.
- Set high expectations for my child.
- Discuss plans for college.
- *Support the school discipline plan.*
- *Know my child's academic strengths and needs and support my child in meeting the district goals.*
- Know my child's grade level, teacher name, and classroom number.

# GARDEN GROVE UNIFIED SCHOOL DISTRICT

## Student Pledge

I, as a student, will take responsibility for my learning and agree to carry out the following responsibilities to the best of my ability:

- Do my homework every day and ask for help when I need assistance.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Let my teacher and family know if I need help.
- Read on my own and with my family every day.
- Work on my academic skills at home, using the materials my teacher sends home.
- Write down assignments, do my homework every day, and turn it in when it's due.
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and classroom rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, and computer/internet time, instead, study or read every day after school.
- Come to class on time, ready to learn, and with assignments completed.
- Set aside time every day to complete my homework.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Return my grade checks to school on time.
- Will use extracurricular time wisely.
- Learn about and enroll in courses that meet the A-G requirements for college admission.
- Attend before and/or after school tutoring when available and/or see my teachers for extra help.
- Work to the best of my ability to successfully complete the requirements necessary to earn a high school diploma.
- Limit my TV watching and telephone/cell phone usage, and instead, study or read every day after school.
- Follow the school discipline plan.
- Avoid bringing personal items that are not school related.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

*Signatures optional*

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School

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Date

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Parent

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Date

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Student

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Date

## GARDEN GROVE UNIFIED SCHOOL DISTRICT

# Acuerdo escolar entre la escuela y los padres Morningside Elementary School PARA EL AÑO ESCOLAR 2010 a 2012

Es importante que las escuelas y las familias trabajen juntas para ayudar a los alumnos a lograr altas normas académicas. Mediante un proceso que incluyó a maestros, familias, alumnos y representantes de la comunidad, los siguientes son papeles y responsabilidades acordados que nosotros como socios llevaremos a cabo para apoyar el éxito del alumno en la escuela.

Morningside y los padres reconocen que este acuerdo resume cómo los padres, todo el personal escolar y los alumnos compartirán responsabilidad para los logros académicos mejorados del alumno y los medios por los cuales la escuela y los padres crearán y desarrollarán una sociedad que ayudará a los niños a lograr las altas normas estatales.

### Promesa de la escuela

Nosotros como personal escolar proporcionaremos un plan de estudios y enseñanza de alta calidad y apoyaré el aprendizaje de los niños y estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que podamos:

- Comprender la importancia de comunicación en curso entre los padres y la escuela por, como mínimo, conferencias anuales, informes sobre el progreso del alumno, acceso al personal, y oportunidades para ofrecerse como voluntario y participar en y observar el programa educativo.
- Familiarizarme con los miembros de la familia por su nombre.
- Informar inmediatamente las faltas de asistencia y llegadas tardes.
- Crear una sociedad con cada familia en cada una de mis clases.
- Vigilar el progreso académico del alumno, e informar a los padres mensualmente.
- Asegurarme que los alumnos reciban ayuda en cuanto la necesiten.
- Enviar a casa materiales de estudio.
- Explicar a los alumnos y sus familias mis tácticas de enseñanza, expectativas, y sistema de calificación.
- Trabajar continuamente en mis tácticas de enseñanza para que pueda enseñar exitosamente a todos los niños.
- Asignar trabajo relevante e interesante.
- Asegurarme que los niños entiendan la asignación, lo que aprenderán de ésta, y calificarla de una manera oportuna.
- Mantener comunicación regular acerca del progreso académico.
- Proporcionar un plan de estudios y enseñanza de alta calidad.
- Procurar motivar a mis alumnos para aprender.
- Proporcionar diariamente asignaciones significantes para la tarea, para reforzar y ampliar el aprendizaje.
- Participar activamente colaborando en la toma de decisiones y trabajar consistentemente con las familias y mis colegas de la escuela, para hacer de la escuela un lugar accesible y agradable para las familias, ayudando a cada alumno a lograr las altas normas académicas de la escuela.

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- Proporcionar ayuda a las familias sobre lo que ellas pueden hacer para ayudar en el aprendizaje de su hijo.
- Reforzar el conocimiento de y la matrícula en cursos que satisfacen los requisitos A-G para el ingreso a la universidad.
- Animar a todos los alumnos a asistir a las clases particulares antes o después de las clases, cuando estén disponibles y/o hablar con sus maestros para recibir ayuda adicional.
- Explicar a los padres y alumnos las expectativas, metas de instrucción y sistema de calificaciones.
- Hacer o aumentar el número de llamadas telefónicas a los padres para informarles acerca del progreso del alumno.
- Devolver llamadas telefónicas o contactos por correo electrónico de una manera oportuna.
- Participar en juntas de padres, maestros y/o consejeros.
- Desarrollar y recibir capacitación de estrategias y programas de enseñanza basados en investigaciones.
- Comunicar que la universidad está en su futuro.
- Enfatizar las oportunidades que la universidad ofrecerá.
- Vigilar el progreso educativo, involucrarse en establecer metas, y promover responsabilidad de estas metas.
- Incluir las capacidades únicas de aprendizaje de cada alumno y cómo pueden contribuir a la sociedad en el futuro.
- Aceptar y pedir la participación de los padres al dirigirse a los desafíos estudiantiles.
- Colaborar con mis colegas para asegurar que estemos dirigiéndonos a las necesidades de todos los alumnos.
- Proporcionar información en el portal de la Red o un lugar donde los padres puedan sentirse bienvenidos para comunicar sus preocupaciones con otros padres y la administración de la escuela.

## **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

### **Promesa de los padres de familia**

Nosotros como padres, apoyaremos el aprendizaje de nuestro hijo y estamos de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que podamos:

- Asegurarme que mi hijo asista a la escuela todos los días, duerma suficiente, reciba atención médica regular, y nutrición apropiada.
- Asegurarme que la tarea esté terminada.
- Vigilar la cantidad y selección de los programas que mi hijo ve en la televisión.
- Participar como voluntario en la escuela de mi hijo.
- Participar, según sea adecuado, en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Mantenerme informado de la educación de mi hijo y comunicarme con la escuela al leer prontamente todos los avisos de la escuela o del distrito, ya sea recibidos por mi hijo o por correo, y responder cuando sea apropiado.
- Participar, hasta donde sea posible, en grupos consultivos tales como el Consejo del plantel escolar, el Comité consultivo de estudiantes del idioma inglés, y otros comités activos del plantel escolar y a nivel del distrito.
- Informar al maestro si mi hijo tiene algún problema de aprendizaje.
- Utilizar los materiales de instrucción que la escuela envía a casa cada semana para ayudar a mi hijo.
- Leer con y/o a mi hijo 30 minutos diariamente.
- Hablar con mi hijo acerca de cómo aprovechar la preparación académica para proseguir sus intereses y/o metas.
- Facilitar un lugar y una hora tranquilos para hacer la tarea.
- Comunicarme con el maestro o la escuela cuando tenga una preocupación.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Hablar con mi hijo acerca de la importancia de la educación y el aprendizaje.
- Apoyar los códigos de disciplina y de vestir.
- Hacer todo lo posible por asistir a eventos escolares, tales como juntas de padres y maestros, juntas de padres de AVID, Noche de exhibición de trabajos escolares, “*Open House*” y Noche de orientación para los padres “*Back to School Night*”.
- Hablar y enfatizar las opciones después de la escuela secundaria tal como la experiencia de la universidad.
- Hablar con la escuela para asegurarme que mi hijo esté en el camino correcto con la selección de clases A-G.
- Aprender acerca de los requisitos A-G para el ingreso a la universidad.
- Participar en juntas de padres, maestros y/o consejeros.
- Animar a mi hijo para que asista a las clases particulares antes o después de las clases, cuando estén disponibles y/o hablar con sus maestros para recibir ayuda adicional.
- Contactar a la oficina de asistencia para informar faltas de asistencia y verificar la asistencia.
- Contactar al consejero de mi hijo para verificar el progreso en la escuela y el estado para la graduación de mi hijo.
- Mantener una lista de las palabras nuevas, y relacionar las letras con los sonidos.

## **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

- Jugar juegos con números con mi hijo cada semana.
- Establecer altas expectativas para mi hijo.
- Hablar acerca de los planes para la universidad.
- Apoyar el plan de disciplina de la escuela.
- Saber los puntos fuertes y las necesidades académicas de mi hijo y apoyar a mi hijo en satisfacer las metas del distrito.
- Saber el nivel de grado, el nombre del maestro y el número del salón de clases de mi hijo.

## **GARDEN GROVE UNIFIED SCHOOL DISTRICT**

### **Promesa del alumno**

Yo, como alumno, seré responsable de mi aprendizaje y estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Hacer mi tarea a diario y pedir ayuda cuando la necesite.
- Leer por los menos 30 minutos a diario fuera de la escuela.
- Entregar a mis padres o al adulto responsable de mi bienestar todos los avisos e información que reciba de la escuela diariamente.
- Avisarles a mi maestro y familia si necesito ayuda.
- Leer a solas y con mi familia a diario.
- Trabajar en casa en mis habilidades académicas, utilizando los materiales que mi maestro envía a casa.
- Anotar las asignaciones, hacer mi tarea a diario, y entregarla cuando sea debida.
- Venir a la escuela listo para aprender y trabajar duro.
- Traer los materiales necesarios, las asignaciones y la tarea terminadas.
- Conocer y obedecer las reglas de la escuela y del salón de clases.
- Hablar regularmente con mis padres y maestros acerca de las experiencias escolares de tal manera que puedan ayudarme a tener éxito en la escuela.
- Limitar el tiempo que veo televisión, uso la computadora y/o Internet, y en lugar de eso, estudiar o leer diariamente después de clases.
- Ir a la escuela a tiempo, listo para aprender, y con mis tareas terminadas.
- Reservar tiempo a diario para hacer mi tarea.
- Obedecer el código de vestir de la escuela.
- Hablar regularmente con mis padres y maestros acerca de mi progreso en la escuela.
- Devolver a la escuela mis verificaciones de calificaciones a tiempo.
- Utilizar el tiempo extracurricular inteligentemente.
- Aprender acerca de e inscribirme en los cursos que satisfacen los requisitos A-G para el ingreso a la universidad.
- Asistir a las clases particulares antes o después de las clases, cuando éstas estén disponibles y/o hablar con mis maestros para recibir ayuda adicional.
- Trabajar lo mejor que pueda para cumplir satisfactoriamente con los requisitos necesarios para obtener un diploma de la escuela secundaria.
- Limitar el tiempo que veo televisión y uso el teléfono o teléfono celular, y en lugar de eso, estudiar o leer diariamente después de clases.
- Obedecer el plan de disciplina de la escuela.
- Evitar traer cosas personales que no estén relacionadas con la escuela.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

*Firmas opcionales*

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Escuela

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Fecha

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Padre o padres

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Fecha

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Alumno

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Fecha

## GARDEN GROVE UNIFIED SCHOOL DISTRICT

# Giao Ước giữa Trường học và Phụ huynh Morningside Elementary School NIÊN HỌC 2010-2012

Để giúp học sinh đạt được tiêu chuẩn học vấn cao, điều quan trọng là gia đình và học đường cần cộng tác chặt chẽ với nhau. Qua sự làm việc giữa các giáo viên, phụ huynh, học sinh và đại diện cộng đồng, chúng ta cùng đồng ý dựa trên vai trò và trách nhiệm sẽ cùng nhau giúp con em học hành tiến bộ.

Morningside và phụ huynh đồng ý với nhau về các điểm dưới đây mà giao ước rằng phụ huynh, nhà trường, và học sinh sẽ cùng nhau chia sẻ trách nhiệm để giúp con em học hành tiến bộ và đạt được tiêu chuẩn học vấn cao theo quy định của tiểu bang.

### Trường Hứa

Chúng tôi, ban giám hiệu nhà trường, hứa sẽ cung cấp một chương trình giáo dục cao, đầy phẩm chất và giúp đỡ học sinh trong việc học vấn cũng như sẽ làm tròn mọi trách nhiệm sau đây với tất cả khả năng của mình:

- Hiểu được tầm quan trọng của việc duy trì sự liên lạc giữa gia đình và học đường tối thiểu là qua các lần họp hàng năm, thông báo sự tiến bộ của học sinh, liên lạc với nhân viên, và tạo cơ hội để phụ huynh làm thiện nguyện và tham gia trong việc theo dõi chương trình giáo dục.
- Biết tên của các thành viên trong gia đình.
- Thông báo ngay cho phụ huynh việc vắng mặt hay đi trễ của học sinh.
- Cộng tác với mọi phụ huynh học sinh trong lớp học.
- Theo dõi sự tiến bộ của học sinh và cho phụ huynh biết kết quả mỗi tháng.
- Bảo đảm các học sinh nhận được sự giúp đỡ khi cần thiết.
- Cho học sinh bài vở học ở nhà.
- Trình bày cho phụ huynh và học sinh rõ về cách giáo viên dạy học, yêu cầu của lớp, và cách thức tính điểm của giáo viên.
- Luôn trau dồi phương pháp dạy học để giáo viên có thể thành công trong việc dạy dỗ tất cả học sinh trong lớp học.
- Ra bài phù hợp với trình độ học sinh và tạo sự thích thú cho em học.
- Bảo đảm các em hiểu được bài giảng, biết mình học được gì, và chấm điểm bài vở học sinh trong thời gian ấn định.
- Thường xuyên nói chuyện về sự tiến bộ của em trong việc học.
- Cung cấp một chương trình giáo dục cao và đầy phẩm chất.
- Cố gắng khích lệ các em để các em ham thích học hành.
- Cho bài tập thích hợp để làm ở nhà để củng cố và gia tăng hiệu quả việc học.
- Cộng tác tích cực với phụ huynh, bạn đồng nghiệp để cùng nhau giúp trường chúng ta sẽ trở thành một nơi thân ái, luôn sẵn sàng chào đón phụ huynh, giúp đỡ con em thăng tiến trong việc học và đạt được tiêu chuẩn học vấn cao của nhà trường.

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- Giúp đỡ phụ huynh để họ biết cách giúp con em học hành.
- Cung cố kiến thức của học sinh và giúp em ghi danh học các lớp bắt buộc A-G để vào đại học.
- Khuyến khích học sinh tham gia lớp dạy kèm trước và sau giờ học (nếu có) và/ hay nhờ giáo viên của em giúp đỡ thêm.
- Trình bày rõ cho phụ huynh và học sinh về mục tiêu và yêu cầu của lớp, và cách thức tính điểm.
- Thường gọi điện thoại cho phụ huynh để thông báo về những tiến bộ của học sinh.
- Trả lời điện thoại hay thư điện tử (email) cho phụ huynh trong thời gian ấn định.
- Tham dự các buổi họp với phụ huynh, giáo viên và/ hay chuyên viên tư vấn.
- Tổ chức và theo học các khóa hướng dẫn về những phương pháp giảng dạy hữu hiệu mang tính chất nghiên cứu.
- Thảo luận việc theo đuổi bậc đại học của các em trong tương lai .
- Nêu rõ những cơ hội mà học sinh có thể gặt hái được ở đại học.
- Theo dõi từng diễn tiến của chương trình giáo dục, tham dự vào việc đặt ra mục tiêu, và khuyến khích đạt đến mục tiêu.
- Chú tâm vào khả năng học tập độc đáo của mỗi học sinh và giúp em phát triển tiềm năng để cống hiến cho xã hội trong tương lai.
- Chấp nhận và mời gọi phụ huynh tham dự vào việc nói lên những khó khăn học sinh đang gặp phải.
- Cộng tác với bạn đồng nghiệp để có thể đáp ứng nhu cầu của tất cả học sinh.
- Lập trang mạng và tạo một nơi mà phụ huynh cảm thấy thoải mái để nói lên các mối quan tâm của mình với các phụ huynh khác và với nhà trường.

# GARDEN GROVE UNIFIED SCHOOL DISTRICT

## Phụ huynh Hứa

Chúng tôi, là phụ huynh, sẽ nâng đỡ con mình trong việc học và xin hứa sẽ làm tròn mọi trách nhiệm sau đây với tất cả khả năng của chúng tôi:

- Sẽ bảo đảm lo cho con tôi đi học mỗi ngày, ngủ đủ, thường xuyên chú ý đến vấn đề thuốc men, và ăn uống đầy đủ dinh dưỡng.
- Đảm bảo là con làm bài tập ở nhà đầy đủ.
- Theo dõi thời gian và chương trình truyền hình của con em xem.
- Tình nguyện giúp các sinh hoạt trong trường của con em.
- Tham gia trong việc quyết định đến các vấn đề liên quan đến việc học của con, nếu thích hợp.
- Thúc đẩy con em tham gia các môn ngoại khoá hữu ích.
- Luôn theo dõi việc học của con tôi và giữ liên lạc với trường bằng cách xem tất cả những thư từ do trường hoặc học khu gửi qua bưu điện hay do con mang về, và trả lời đúng kỳ hạn.
- Nếu có thể tham gia vào các ban hỗ trợ nhà trường hoặc học khu như Ban Cố Vấn Trường, Ban Cố Vấn Học sinh Giới hạn Anh ngữ.
- Thông báo cho giáo viên ngay nếu con gặp khó khăn trong việc học.
- Dùng các sách vở và dụng cụ nhà trường gửi về để giúp con học.
- Đọc cho con em nghe hoặc cùng đọc với con em 30 phút mỗi ngày.
- Giúp con biết dùng học vấn để theo đuổi sở thích và đạt tới mục tiêu.
- Dành thời giờ và chỗ yên tĩnh trong nhà cho con ngồi học.
- Liên lạc với giáo viên hoặc nhà trường ngay, khi có thắc mắc.
- Thường xuyên theo dõi sự tiến bộ trong việc học của con.
- Trò chuyện với con về tầm quan trọng của việc học của con trong chương trình giáo dục.
- Ủng hộ nhà trường trong việc áp dụng kỷ luật, và trong việc ăn mặc của học sinh.
- Luôn cố gắng tham dự các sinh hoạt của trường như đi họp phụ huynh- giáo viên, họp phụ huynh AVID, Open house, và Đêm Trở lại Trường (Back to School Night).
- Nói chuyện với con và nhấn mạnh đến những dự tính sau khi tốt nghiệp chẳng hạn như việc lên đại học.
- Liên lạc với nhà trường để biết chắc con mình chọn đúng các lớp bắt buộc A-G.
- Tìm hiểu về các lớp bắt buộc A-G cho việc vào đại học.
- Tham dự các buổi họp giữa phụ huynh, giáo viên và tư vấn học đường.
- Khuyến khích con em tham gia lớp dạy kèm trước và sau giờ học (nếu có) và/ hay nhờ giáo viên của em giúp đỡ em thêm.
- Liên lạc văn phòng điểm danh của trường để xin phép nghỉ học hay theo dõi việc con có đi học hay không.
- Liên lạc với tư vấn học đường để tìm hiểu sự tiến bộ của con em trong chương trình học và tình trạng tốt nghiệp của con em.
- Giữ một danh sách các chữ mới, dạy con biết sự liên quan giữa âm và mẫu tự.

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- Chơi với con em hàng tuần trò chơi bằng con số.
- Đặt kỳ vọng cao nơi con em.
- Thảo luận với con em về những dự tính khi lên đại học.
- *Hỗ trợ việc duy trì kỷ luật của trường.*
- *Biết được năng khiếu và nhu cầu của con và giúp con đạt những mục tiêu do học khu đề ra.*
- Biết con học lớp mấy, phòng học số mấy và tên của giáo viên là gì.

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## Học Sinh Hứa

Em, là một học sinh, chịu hoàn toàn trách nhiệm về việc học của mình, xin hứa sẽ làm tròn mọi trách nhiệm sau đây với tất cả khả năng của em:

- Làm bài tập ở nhà đầy đủ và biết tìm người để hỏi nếu không hiểu bài.
- Đọc sách mỗi ngày ít nhất 30 phút, ngoài giờ học ở trường.
- Trình phụ huynh hoặc một người giám hộ đầy đủ giấy tờ các thứ có liên quan đến em do nhà trường gửi về.
- Thừa trình với giáo viên và cha mẹ nếu em cần sự giúp đỡ.
- Đọc sách một mình và đọc với gia đình mỗi ngày.
- Chuyên cần học tập ở nhà, dùng các sách vở giáo viên đưa cho.
- Ghi ra các bài được giao, làm bài tập ở nhà đầy đủ, nộp cho giáo viên đúng hạn kỳ.
- Đến trường sẵn sàng để học và học hành chăm chỉ.
- Mang đến lớp đầy đủ dụng cụ, sách vở và hoàn tất mọi bài vở được giao.
- Biết rõ và tôn trọng kỷ luật nhà trường.
- Thường xuyên thừa trình với cha mẹ và giáo viên về việc học ở trường để người lớn có thể giúp em dễ dàng tiến bộ trong việc học.
- Bớt xem truyền hình, bớt chơi với máy điện toán mà dành nhiều thì giờ để học và đọc sách mỗi ngày.
- Đi học đúng giờ, sẵn sàng học tập, và hoàn tất bài vở được giao.
- Dành thì giờ mỗi ngày để hoàn tất bài làm ở nhà.
- Mặc áo quần đàng hoàng theo quy định của trường.
- Thường xuyên thừa trình với cha mẹ và giáo viên về sự tiến bộ trong việc học của mình ở trường.
- Nộp lại nhà trường phiếu điểm tạm thời (grade checks) đúng hạn.
- Dành thời giờ để tham gia các chương trình ngoại khoá có ích khác.
- Theo dõi và ghi tên theo học các môn bắt buộc A-G để hội đủ điều kiện được chọn vào trường đại học.
- Tham gia lớp dạy kèm trước và sau giờ học (khi nào có) và/ hay nhờ giáo viên của em giúp đỡ thêm.
- Nỗ lực học tập để hoàn tất mọi đòi hỏi cần thiết và sẽ lấy được Bằng Tốt nghiệp bậc Trung học.
- Bớt xem truyền hình, bớt nói điện thoại nhà/cầm tay mà dành nhiều thì giờ để học và đọc sách mỗi ngày.
- Tuân theo kỷ luật của trường.
- Tránh không mang những đồ vật không liên quan đến việc học đến trường.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**

*Chữ ký không bắt buộc*

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Trường

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Ngày

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Phụ huynh

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Ngày

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Học sinh

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Ngày

## 학교-학부모 협약 Morningside 2010-2012 학년도

자녀의 학업 향상을 돕기 위해 가정과 학교가 서로 협력하는 것은 중요합니다. 교사, 가정, 학생 및 지역 대표자들이 학생의 성공을 위하여 함께 참여하여, 서로 협력할 것을 동의함으로써 이에 따라 각자의 역할과 책임을 다음과 같이 정리하였습니다.

Morningside 과 학부모는 이 협약이 학부모와 모든 학교 교직원과 학생이 개선된 학생의 학업 성과를 위한 책임을 분담하고 아동들이 주정부의 높은 수준에 도달하기 위해 학교와 학부모가 협력관계를 유지, 발전시키는 방법을 나타내고 있다는 것에 동의합니다.

### 학교의 약속

학교 직원인 우리는 **높은 수준의 교과목과 수업을 제공**하고 학생의 학습을 지원하며 다음과 같은 책임을 지키기 위해 최대한 노력할 것을 약속합니다:

- 최소한 연간 면담회, 학생 성과 보고, 교직원과의 만남, 자원 봉사 기회 및 교육 프로그램 참여와 관찰을 통해 학부모와 학교와의 지속적인 대화의 중요성을 이해한다.
- 가족의 이름을 외운다.
- 결석과 지각을 즉시 보고한다.
- 나의 반의 학생의 모든 가족과 파트너십을 구축한다.
- 학생의 성취 과정을 지켜보고 학부모에게 월별로 보고한다.
- 도움이 필요하다고 판단되는 모든 학생은 즉시 도움을 받도록 한다.
- 학습자료를 가정으로 보낸다.
- 나의 수업방식과 기대사항과 성적 시스템을 학생과 가정에 설명한다.
- 나의 교수전략을 지속적으로 개발하여 모든 어린이를 성공적으로 가르친다.
- 수업과 관련있고 흥미있는 과제를 준다.
- 학생들이 과제를 이해하고 배운 것을 시의적절하게 평가하도록 한다.
- 학업성취에 대한 정기적인 대화를 유지한다.
- 높은 수준의 교과목과 수업을 제공한다.
- 나의 학생들에게 배움에 대한 동기를 주기 위해 노력한다.
- 매일 의미 있는 숙제를 내 주어서 그날 배운 것을 이해하고 기억하게 한다.
- 가정과 학교 동료와 함께 지속적으로 협력하고, 결정과정에 참여함으로써 학교가 접근이 쉽고 가족을 위해 환영하는 분위기를 조성하여 모든 학생이 학교의 높은 학업 성과를 추구할 수 있도록 노력한다

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- 자녀의 배움을 돕기 위해 가족이 할 수 있는 도움을 제공한다.
- 학생의 대학 입학을 위한 A-G 요구 조건에 맞는 과목에 대한 지식을 강화하고 선택을 유도한다.
- 모든 학생에게 학교 시작하기 전이나 방과후에 개인지도를 받도록 하고 도움을 청하기 위해 선생님을 만날 것을 권장한다.
- 학생과 학부모에게 기대치, 지도 목적 그리고 채점 시스템에 관하여 설명한다.
- 학생의 성취 과정을 알리기 위한 전화를 시도하거나 통화 횟수를 늘린다.
- 적시에 학부모에게 응답전화를 주고, 이 메일 답장을 한다.
- 학부모, 교사 그리고/또는 카운셀러 모임에 참여한다.
- 연구결과를 바탕으로 한 교수 전략과 프로그램을 개발하고 이에 대한 훈련을 받는다.
- 학생의 미래에는 대학이 있다는 사실을 전달한다.
- 대학이 제공하는 기회에 대해 강조한다.
- 학업 성과를 지켜보고 목표 설정에 참여하며 목표를 지키기 위한 책임감을 키우도록 격려한다.
- 각 학생의 학습 능력을 파악하고 이들이 어떻게 향후 사회에 기여할 수 있는지 파악한다.
- 학생이 겪는 어려움을 직시하여 학부모의 도움을 요청하고 받는다.
- 나의 동료와 협력하여 모든 학생의 필요를 직시하도록 한다.
- 학부모가 다른 학부모와 학교의 행정부와 대화를 할 수 있는 웹사이트 정보와 장소를 제공한다.

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## 학부모의 약속:

우리는 학부모로서 **우리 자녀의 학습을 지원하고** 다음과 같은 책임을 지키기 위해 최대한 노력할 것을 약속합니다:

- 나의 자녀가 학교에 매일 출석하고 충분한 수면을 취하며 정기적으로 의료검진을 받고 균형있는 영양공급을 받을 수 있도록 한다.
- 숙제를 다 마치도록 한다.
- 나의 자녀의 텔레비전 시청시간과 프로그램 선정을 지켜본다.
- 나의 자녀의 학교에 자원하여 봉사한다.
- 나의 자녀의 교육과 관련된 결정과정에 필요한 대로 참여한다.
- 나의 자녀가 여가 시간을 긍정적으로 활용할 수 있도록 유도한다.
- 나의 자녀 교육에 관한 정보를 접수하고, 상황을 잘 파악하고, 학교나 교육구에서 우편 또는 자녀를 통하여 전하는 사항을 받는 즉시 읽고, 필요한 경우 즉시 답변하여 학교와의 대화를 유지한다.
- 가능한 학교 위원회, 영어 학습자 자문위원회 및 학교 또는 교육구 차원에서 활발히 운영되는 위원회에 참여한다.
- 나의 자녀가 학습에 어려움을 겪는다면 교사에게 알린다.
- 매주 학교에서 보내주는 지도 교재를 활용하여 나의 자녀를 돕는다.
- 하루에 30분씩 자녀와 함께 책을 읽거나 읽어준다.
- 자녀가 자신의 관심과 목표를 추구하기 위하여 교육을 이용하는 방법을 알 수 있게 한다.
- 숙제를 하기 위한 조용한 시간과 장소를 제공한다.
- 걱정되는 부분이 있으면 교사 또는 학교와 연락한다.
- 나의 자녀의 학교에서 이루어지는 성취 과정을 정기적으로 지켜본다.
- 교육과 배움의 중요성을 나의 자녀에게 전달한다.
- 학교의 규율과 복장 규정을 지지한다.
- 학부모-교사 간담회, AVID학부모 모임, 오픈 하우스 그리고 백 투 스쿨 나이트와 같은 학교 행사에 참가하도록 노력한다.
- 대학 과정과 같은 중등 과정 이후의 교육에 관하여 토론하고 강조한다.
- 자녀가 A-G 과정 선택을 적절히 따라가고 있는지 확인하기 위해 학교와 연락한다.
- 대학 입학에 위한 A-G 요구 조건에 관하여 배운다.
- 학부모, 교사 그리고/또는 카운셀러 모임에 참여한다.
- 자녀에게 학교 시작 전이나 방과 후 개인 지도에 참여하게 하고 도움을 얻기 위해 선생님을 만나도록 권장한다.
- 결석을 알리기 위해 출석 관리 사무실과 연락하고 출석을 확인한다.
- 자녀의 성취 과정과 졸업 가능 여부를 확인하기 위하여 카운셀러와 만난다.
- 단어장에 새 단어를 기재하고 글자와 소리를 연관시켜준다.

## GARDEN GROVE UNIFIED SCHOOL DISTRICT

- 매주 자녀와 함께 숫자 게임을 즐긴다.
- 나의 자녀에 대한 높은 기대치를 가진다.
- 대학에 대한 계획을 의논한다.
- 학교의 행동규정을 지원한다.
- 나의 자녀의 학업적 장점과 필요들 파악하고 나의 자녀가 교육자의 복표에 도달할 수 있도록 지원한다.
- 나의 자녀의 학년, 교사 이름 및 반 번호를 파악한다.

## 학생의 약속

나는 학생으로서 나 자신의 공부에 책임을 지고 다음과 같이 최대한 노력할 것을 약속합니다:

- 매일 숙제를 하고 도움이 필요할 때에는 요청하겠습니다.
- 학교 수업 외의 시간에 매일 최소한 30분씩 책을 읽겠습니다.
- 나의 부모님 또는 나를 돌보아 주시는 어른에게 매일 학교에서 받는 모든 알림장과 정보를 전달하겠습니다.
- 내가 도움이 필요할 때에는 선생님이나 가족에게 알리겠습니다.
- 매일 혼자 또는 가족과 함께 독서시간을 갖겠습니다.
- 선생님께서 집으로 보내시는 교재를 활용하여 집에서 실력을 키우겠습니다.
- 매일의 과제를 기록하고 숙제를 한 후 마감일을 맞추어 제출하겠습니다.
- 공부할 준비가 되고 열심히 하겠다는 자세로 학교에 오겠습니다.
- 필요한 학용품과 완성된 과제와 숙제를 가지고 오겠습니다.
- 학교와 교실의 규정을 알고 지키겠습니다.
- 학교 생활에 관하여 부모님, 선생님과 정기적인 대화를 나누고, 그분들이 내가 학교에서 성공할 수 있게 도와 주실 수 있도록 하겠습니다.
- TV 시청시간과 컴퓨터/인터넷 사용시간을 절제하여 방과 후 시간을 공부와 독서에 활용하겠습니다.
- 공부할 자세를 갖추고 완성된 과제물을 갖고 정시에 등교하겠습니다.
- 숙제를 끝내기 위한 시간을 매일 마련하겠습니다.
- 학교 복장 규정을 따르겠습니다.
- 학교에서 나의 학업 성장 과정에 대하여 부모님과 선생님에게 정기적으로
- 성적 확인 후 제 시간에 학교에 제출하겠습니다.
- 방과 후 시간을 현명하게 사용하겠습니다.
- 대학 입학에 위한 A-G 요구 조건에 맞는 과목에 대해서 배우고 선택하겠습니다.
- 학교 시작 전이나 방과 후 개인 지도에 참가하고 도움이 필요할 경우 선생님을 만나겠습니다.
- 고등 학교 졸업에 필요한 요구 조건을 성공적으로 마치기 위해서 나의 능력을 최대한 발휘하겠습니다.
- TV 시청시간과 전화/휴대전화 사용을 절제하여 방과 후 시간을 공부와 독서에 활용하겠습니다.
- 학교의 행동규정을 준수하겠습니다.
- 학교와 관련 없는 개인 소지품은 가급적 가져오지 않겠습니다.

# GARDEN GROVE UNIFIED SCHOOL DISTRICT

서명은 선택사항입니다.

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학교

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날짜

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학부모

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날짜

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학생

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날짜

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

<b>ECONOMIC IMPACT AID</b>	<b>DIRECT CENTRALIZED SERVICES REQUIRING SSC APPROVAL DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>\$ 5170</b>	<p><b>Parent and Community Outreach</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:</p> <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>

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

<b>ECONOMIC IMPACT AID</b>	<b>DIRECT CENTRALIZED SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 2% ALLOWABLE – APPROVAL NOT REQUIRED</b>
<b>\$ 3475</b>	<p><b>Assessment and Registration Center (ARC)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>\$ 4322</b>	<p><b>Student Services and Child Welfare and Attendance</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provides bilingual services in addressing sensitive cultural and language barriers faced by families of English learners.</li> <li>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.</li> <li>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.</li> <li>Bilingual Community Specialists make home visits and meet with students and families to address concerns as identified by the school, district, or family.</li> </ul>
<b>ECONOMIC IMPACT AID</b>	<b>INDIRECT SERVICES – DESCRIPTION OF SERVICES TO BE PROVIDED – 10% ALLOWABLE – APPROVAL NOT REQUIRED</b>
<b>\$ 7371</b>	<p><b>Centralized Services</b></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"> <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), English Learner Advisory Committees (ELAC), School Advisory Committees (SAC), 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>\$ 22973</b>	<p><b>Assessment and Registration Center (ARC)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Coordination of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) according to CDE compliance requirements</li> </ul>
<b>\$ 357</b>	<p><b>Evaluation and Research</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>\$ 0</b>	<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  
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**SECTION C: FUNDING FOR CENTRALIZED SERVICES**

<b>FUNDING SOURCE(S)</b>		<b>DIRECT CATEGORICAL SUPPORT SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>Title I</b> <b>Title III</b> Title I ARRA	<b>\$ 10675</b> <b>\$ 26044</b> <b>\$ 6522</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> <li>• Intensive intervention</li> </ul>
<b>Title I</b>	<b>\$ 0</b>	Supplemental counselor to provide support to at-risk students and families.
<b>Title I</b> <b>Title III</b>	<b>\$ 1446</b> <b>\$ 2617</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>\$ 0</b>	Supplemental transportation to after-school program for at-risk students.
<b>Title I</b>	<b>\$ 0</b>	Tutors are provided for the Advancement Via Individual Determination (AVID) program in grades 7-12.
Title I ARRA	<b>\$ 0</b>	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.

<b>FUNDING SOURCE(S)</b>		<b>INDIRECT SUPPORT FROM CATEGORICAL CENTRALIZED SERVICES DESCRIPTION OF SERVICES TO BE PROVIDED</b>
<b>Title I</b> <b>Title II</b>	<b>\$ 12926</b> <b>\$ 992</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>Title I</b>	<b>\$ 795</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>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  
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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 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 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  
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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  
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SECTION D: PROGRAMS INCLUDED IN THE SCHOOL PLAN**

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

<b>SITE LEVEL SERVICES</b>		<b>CENTRALIZED SERVICES</b>			
<b>STATE FUNDED PROGRAMS</b>	<input checked="" type="checkbox"/> <b>Economic Impact Aid-State Compensatory Education (EIA-SCE)</b> <u>Purpose:</u> Supports English learners and educationally disadvantaged youth.	\$ 235077	<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-Limited English Proficient (EIA-LEP)</b> <u>Purpose:</u> Develops fluency in English and academic proficiency of English learners.	\$ 95296		<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 Aquisition 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.	\$ 11980		<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>After School Education and Safety Grant (ASES)</b> <u>Purpose:</u> Provides safe, constructive, and educationally enriching programs for students during non-school hours.	\$ 112500		<input checked="" type="checkbox"/> <b>Tobacco-Use Prevention Education (TUPE) – Grades 6-12</b> <u>Purpose:</u> Eliminate tobacco use among students.	
		<input checked="" type="checkbox"/> <b>School Safety and Violence Prevention Act</b> <u>Purpose:</u> Increase school safety.			
		<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.			
<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 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: Schoolwide Program (SWP)</b> <u>Purpose:</u> Upgrades the entire educational program of eligible schools in high poverty areas.	\$			<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 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 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 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.	\$ 117264			<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 I American Recovery and Reinvestment Act (one-time)</b>	\$ 9863	<input checked="" type="checkbox"/> <b>Title I American Recovery and Reinvestment Act (one-time)</b>		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
 SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
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 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 Action Step used to support purchase.	Number of Units	Total Cost
(A)	(B)	(C)	(D)	(E)	(F)
4400	Color Laser Printer	Title I/ERRA	SC Plan	1	1,500
4400	Copier	Title I/ERRA	SC Plan	1	9,600
4400	Laser Printer	Title I/ERRA	SC Plan	1	1,000
4400	Laptop Computer	Title I/ERRA	SC Plan	2	3,500
4400	LCD Projector	Title I/ERRA	SC Plan	2	2,000

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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SECTION D: CATEGORICAL PERSONNEL**



*Type and cells will expand.*

<b>Title of Position (Currently in place)</b>	<b>% FTE</b>	<b>PCN</b>	<b>Funding Source</b>	<b>Justification for Title I, EIA-LEP, and EIA-SCE funded positions</b>
TEACHER	54	72062E3103	EIA-SCE	ELA/MA/EL Plan
TEACHER	100	72062E3102	EIA-SCE	ELA/MA/EL Plan
PTCT	56.25	72997E3101	EIA-SCE	ELA/MA/EL Plan
IA-A LEP BL SP	18.75	72712E3101	EIA-LEP	SC Plan
IA-A LEP BL V	18.75	72713E3104	EIA-LEP	SC Plan
IA-A LEP BL V	18.75	72713E3102	EIA-LEP	SC Plan
IA-A TITLE 1	18.75	72604E3103	TITLE I	SC Plan
IA-A TITLE 1	18.75	72604E3102	TITLE I	SC Plan
CRA INSTR	43.75	72821E3101	TITLE I	SC Plan
SCL WKR BIL SP	43.75	72733E3101	EIA-LEP	SC Plan
SCL WKR BL V	43.75	72724E3101	EIA-LEP	SC Plan
HEALTH ASSIST	6.25625	72758E3101	TITLE I	SC Plan
LIB MEDIA TEC I	21.875	72125E3101	TITLE I	SC Plan
SCH TESTING CLK	21.875	72842E3101	EIA/TITLE I	SC Plan

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

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**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
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**BUDGET NARRATIVE – TITLE I  
BASED ON FINAL ALLOCATIONS**

CURRENT TITLE I BALANCE AS OF 2/1/11	\$ 51392
(-) RESERVE FOR CARRYOVER TO 2011-2012	\$ 5139
<b>TITLE I BALANCE REMAINING FOR 2010-11</b>	<b>\$ 46253</b>

EXPECTED BUDGET ITEMS	ESTIMATED COSTS	NOTES/DESCRIPTION
Intervention Hours	<b>6360</b>	<b>120 HOURS OF POSSIBLE INTERVENTION</b>
Additional Staff Development Hours*	<b>8000</b>	<b>For Site PD during Super Week</b>
Additional Staff Development Substitutes*	<b>7986</b>	<b>66 Sub Days (3 per Reg Ed, 2 per SE)</b>
Additional Parent Education*	<b>504</b>	<b>18 hours translator time</b>
Instructional Materials and Supplies	<b>8,700</b>	
Other Books		
Non-Capitalized Equipment (Page D-2)	<b>14500</b>	<b>Printers, copier</b>
Other:		
Other:		
Other:		

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

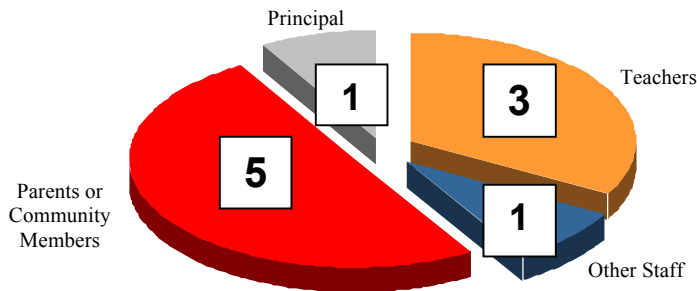
<b>Rates for Budgeting</b>	
Substitutes	\$121/day
Teacher Hourly	\$53/hr
Classified Hourly	\$28/hr

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
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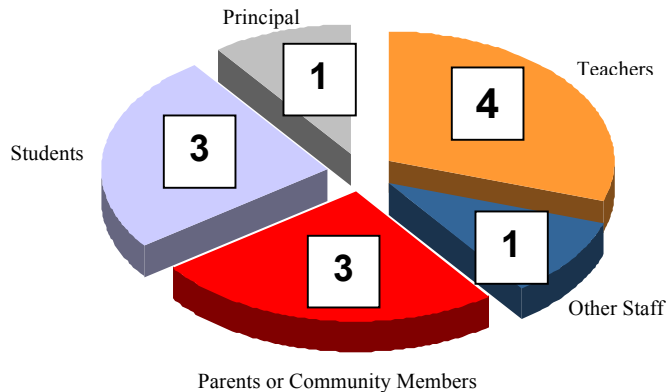
**SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)**

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

**Composition of an Elementary School Site Council**



**Composition of a Secondary School Site Council**



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

**a. Peer selection process:** 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  
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**SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER**

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

**MINIMUM ELEMENTARY COMPOSITION\***

<b>STAFF MEMBERS (5)</b>	
	<b>Principal</b>
1.	Betsy Moran
	<b>Teachers</b>
2.	Kim Okuda
3.	Dominique Nguyen
4.	Vicki Owens
	<b>Other Staff</b>
5.	Hang Nguyen

=

<b>NON-STAFF MEMBERS (5)</b>	
	<b>Parents/ Community Members</b>
1.	Mimee Tang
2.	Huong Nghiem Le
3.	Thu Luong Ta
4.	Huong Tran
5.	Tram Du

**MINIMUM SECONDARY COMPOSITION\***

<b>STAFF MEMBERS (6)</b>	
	<b>Principal</b>
1.	
	<b>Teachers</b>
2.	
3.	
4.	
5.	
	<b>Other Staff</b>
6.	

=

<b>NON-STAFF MEMBERS (6)</b>	
	<b>Parents/ Community Members</b>
1.	
2.	
3.	
	<b>Students</b>
4.	
5.	
6.	

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

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

<p><b>Composition of English Learner Advisory Committee</b></p> <p><b>COMPOSITION REQUIREMENTS</b></p> <p><i>The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.</i></p>	<p><b>Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).</b></p> <p><b>a. Voting Process by parents of English learners:</b> 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:</p> <ol style="list-style-type: none"><li>1. <u>Ballot By Mail:</u> 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.</li><li>2. <u>Voice Vote:</u> 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.</li><li>3. <u>Back To School Night Election:</u> 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.</li></ol> <p><b>b. Members' terms of office:</b> Members will serve one- or two-year terms.</p> <p><b>c. Procedure for replacing a member:</b> The procedure for replacing a member shall be pre-determined. Recommended procedures include:</p> <ol style="list-style-type: none"><li>1. Mid-year elections may be held.</li><li>2. Members are replaced using a peer selection process.</li><li>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.</li></ol>
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**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT 2010-2012  
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**SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER**

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

<b>STAFF AND PARENTS OF FEP/EO STUDENTS*</b>	
1.	Betsy Moran
2.	Hang Nguyen
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

<b>PARENTS OF ENGLISH LEARNERS</b>	
1.	Mimee Tang
2.	Huong Nghiem Le
3.	Thu Luong Ta
4.	Huong Tran
5.	Tram Du
6.	Tammy Tran
7.	Tri Vo
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

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

<b># of Parents of English Learners on ELAC</b>	÷	<b>Total # of ELAC members</b>	=	<b>% of Parents of EL serving on ELAC</b>	≥	<b>% of EL students at the school</b>
7	÷	9	=	77%	≥	72%
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  
MORNINGSIDE  
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 2/24/11**

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
School Principal	Betsy Moran		
SSC Chairperson	Dominique Nguyen		

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



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

*Attested:*

<b>POSITION</b>	<b>TYPED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
Parent	Mimee Tang		2/24
Parent	Huong Nghiem Le		2/24
Parent	Thu Luong Ta		2/24
Parent	Huong Tran		2/24
Parent	Tram Du		2/24
Teacher	Kim Okuda		2/24
Teacher	Vicki Owens		2/24
Liaison	Hang Thi Nguyen		2/24



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

**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
	Dominique Nguyen		2/24/11
<b>SCHOOL ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	<input checked="" type="checkbox"/> Responsibilities have been delegated to SSC		
<b>ENGLISH LEARNER ADVISORY COMMITTEE</b>	Typed Name of Chairperson	Signature	Date
	Mimee Tang		2/24/11
<b>CLASSIFIED</b>	Typed Name of Classified Person	Signature	Date
	Hang Thi Nguyen		2/24/11
<b>PRINCIPAL</b>	Typed Name of Principal	Signature	Date
	Betsy Moran		2/24/11