

Garden Grove Unified School District
Title III Plan

District/LEA Name <u>GARDEN GROVE UNIFIED SCHOOL DISTRICT</u>		Date <u>03-01-13</u>				
District/LEA SMART Goal :						
Title: <i>Goal 2A: AMAO 1 - Annual Progress in Learning English (Met Goal)</i>						
By June 2014, the percentage of English learners (ELs) making annual progress in learning English will increase by 2% from 63.7% to 65.7% to exceed State growth expectation as measured by the CELDT.						
Description: GGUSD met AMAO 1 & 2 for 2008-09 through 2011-12 school years. However, we realize that scientifically based strategies are a vital component for attaining academic achievement in ELA and mathematics. We will continue to monitor the results of our goals outlined in the Title III Year 2, LEA Improvement Plan Addendum (IPA).						
Strategy:						
Title: Students will continue to improve their annual progress in learning English.						
Description: : GGUSD will continue to monitor the results of the AMAO 1 goals outlined in the Title III Year 2, Improvement Plan Addendum (IPA).						
<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Increase percentage growth of AMAO 1	March 1, 2013	June 25, 2014	Asst. Supt. of K-6, Sara Westcott	Students		EIA-LEP, Title III
Description: GGUSD met AMAO 1 & 2 for 2008-09 through 2011-12 school years. However, we realize that scientifically based strategies are a vital component for attaining academic achievement in ELA and Mathematics. We will continue to monitor the results of our goals outlined in the Title III Year 2, LEA Improvement Plan Addendum (IPA). Funding (Y N) Tag: (T3Y2, T3Y4)			Asst. Supt. of 7-12, Gabriela Mafi Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra Director of Curriculum and Instruction 7-12, Kelly McAmis Teachers on Special Assignment K-12 Teachers			

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<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Integrate scientifically based strategies to improve English-Language Development (ELD).</p> <p>Description: Provide resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.</p>	March 1, 2013	June 25, 2014	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p> <p>Teachers</p>	<p><input type="checkbox"/> not begun</p> <p><input checked="" type="checkbox"/> in progress</p> <p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> suspended</p>		

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<p>District/LEA SMART Goal : Title: <i>Goal 2B: AMAO 2A & B – Attaining English-language Proficiency (Met Goal)</i> By June 2014, the percentage of English Learner students attaining English-Language proficiency for students in the program for less than five years and students in the program for more than five years will increase by at least 2% in an effort to continue to meet state growth expectation as measured by the CELDT.</p>						
<p>Description: GGUSD met AMAO 1 & 2 for 2008-09 through 2011-12 school years. However, we realize that scientifically based strategies are a vital component for attaining academic achievement in ELA and mathematics. We will continue to monitor the results of our goals outlined in the Title III Year 2, LEA Improvement Plan Addendum (IPA).</p>						
<p>Strategy: Title: Students will continue to improve their annual progress in learning English.</p>						
<p>Description: : GGUSD will continue to monitor the results of the AMAO 1 goals outlined in the Title III Year 2, Improvement Plan Addendum (IPA).</p>						
<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Increase percentage growth of AMAO 1 Description: GGUSD met AMAO 1 & 2 for 2008-09 through 2011-12 school years. However, we realize that scientifically based strategies are a vital component for attaining academic achievement in ELA and mathematics. We will continue to monitor the results of our goals outlined in the Title III Year 2, LEA Improvement Plan Addendum (IPA). Funding (Y N) Tag: (T3Y2, T3Y4)</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Asst. Supt. of K-6, Sara Westcott</p> <p>Asst. Supt. of 7-12, Gabriela Mafi</p> <p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p> <p>Teachers</p>	<p>Students</p>		<p>EIA-LEP, Title III</p>

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<u>TASKS #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Integrate scientifically based strategies to improve English-Language Development (ELD).</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Asst. Supt. of K-6, Sara Westcott</p> <p>Asst. Supt. of 7-12, Gabriela Mafi</p> <p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p> <p>Teachers</p>	<p><input type="checkbox"/> not begun</p> <p><input checked="" type="checkbox"/> in progress</p> <p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> suspended</p>		

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District/LEA SMART Goal :

Title: Goal 2C: AMAO 3 AYP for ELs in English Language Arts *(Did Not Meet Goal)*

By June 2014, the percentage of English Learner students who are proficient in ELA will increase by 3% from 51.4 to 54.4% in an effort to move toward state defined growth expectations as measured by the CST-ELA.

Description: GGUSD English Learners did not meet the proficiency target in English or mathematics as demonstrated by CST results during the 2011-12 school year. In ELA, 51.4% of English Learners scored proficient on the CST. The AYP target was 78% and the difference was 26.6%. In mathematics 67% of English Learners scored proficient on the CST. The AYP target was 78.2%. The difference was 11.2%. While targets were not met in ELA or mathematics, the English Learner subgroup has consistently made progress in both subject areas as measured by the CST. We will continue to identify and implement scientifically based strategies in the curriculum to help students attain academic achievement in ELA and mathematics.

Strategy:

Title: Provide consistent, research-based English Language Development Instruction for all English Learners (Saunders and Goldenberg, 2010; Dutro, Levy and More, 2011).

Description: : Teachers will consistently teach Systematic English Language Development, explicitly teaching the elements of English, such as vocabulary, syntax, and functions, while providing their students with multiple opportunities in expressive language both oral and written to develop fluency and automaticity with English while simultaneously building academic vocabulary.

<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Consistent Implementation of the EL Curriculum</p> <p>Description: Teachers will explicitly teach the forms and functions of English to English Learners as measured by their identified language proficiency level on CELDT in the daily instructional time block utilizing Systematic ELD and Constructing Meaning.</p> <p>Funding (Y N)</p> <p>Tag: (T3Y2, T3Y4)</p>	March 1, 2013	June 25, 2014	<p>Classroom Teachers</p> <p>TOSAs (K-12)</p> <p>Director of Curriculum and Instruction k-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p>	K-12 Teachers	\$3,423,224	EIA-LEP Title III

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<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Site Administrators Monitor EL Curriculum Implementation</p> <p>Description: Site administrators will monitor the implementation of Systematic ELD to ensure consistent, daily instruction is provided to all English Learner students. They will monitor for placement of students in the appropriate ELD class.</p>	March 1, 2013	June 25, 2014	Site Administrators	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<u>TASK #2</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Site Administrators will Monitor EL Curriculum and Research-Based Strategies in the Content Areas</p> <p>Description: Principals will monitor the implementation of consistent research based strategies in the content areas, such as SDAIE and Constructing Meaning for students identified as long-term English Learners to participate successfully in the ELA classrooms.</p>	March 1, 2013	June 25, 2014	Site Administrators	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

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<u>TASK #3</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District support for Implementation of the EL Curriculum</p> <p>Description: The district will provide specific support staff (TOSAs) to ensure teachers are trained and coached to provide initial training and ongoing coaching and support for all teachers to deliver and implement daily ELD lessons. Offices of elementary and secondary Education in conjunction with the instructional offices will visit schools sites to monitor and insure fidelity and successful implementation of Systematic ELD and Constructing Meaning strategies.</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Asst. Supt. of K-6, Sara Westcott</p> <p>Asst. Supt. of 7-12, Gabriela Mafi</p> <p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p> <p>Teachers</p>	<p><input type="checkbox"/>not begun</p> <p><input checked="" type="checkbox"/>in progress</p> <p><input type="checkbox"/>completed</p> <p><input type="checkbox"/>suspended</p>		

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<p>District/LEA SMART Goal : Title: Goal 2C: (AMAO 3-AYP for ELs Mathematics) (<i>Did Not Meet Goal</i>) By June, 2014 the percentage of English Learner students who are proficient in math will increase by 3.5% from 67% to 70.5% in an effort to move toward state-defined growth expectations as measured by the CST-mathematics.</p>						
<p>Description: GGUSD English Learners did not meet the proficiency target in English or mathematics as demonstrated by CST results during the 2011-12 school year. In ELA, 51.4% of English Learners scored proficient on the CST. The AYP target was 78% and the difference was 26.6%. In mathematics 67% of English Learners scored proficient on the CST. The AYP target was 78.2%. The difference was 11.2%. While targets were not met in ELA or mathematics, the English Learner subgroup has consistently made progress in both subject areas as measured by the CST. We will continue to implement scientifically based strategies in the curriculum to help students attain academic achievement in ELA and mathematics.</p>						
<p>Strategy: Title: Implement research-based instructional strategies in mathematics (Echevarria, Vogt and Short., 2008.)</p>						
<p>Description: : GGUSD will continue to monitor the results of the AMAO 1 goals outlined in the Title III Year 2, Improvement Plan Addendum (IPA).</p>						
<p><u>ACTION STEPS:</u></p>						
	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Mathematics Instructional Delivery Model Description: Teachers will utilize Direct Instruction/Gradual Release of Responsibility instructional delivery model in mathematics as a framework of effective instruction to ensure student access of grade level standards. Teachers will use identified ELD strategies specifically designed for English Learner support throughout lessons to maximize student engagement with opportunities for student metacognition, collaboration and output of conceptual understanding in multiple formats as well as allow students opportunities for speaking and writing using expressive language. Funding</p>	March 1, 2013	June 25, 2014	Classroom Teachers TOSAs	Students	\$3,423,224	Title 1

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(Y N)Tag: (T3Y2, T3Y4)						
<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Site Administration will monitor Effective Instructional Delivery in Mathematics Classrooms.</p> <p>Description: Site administrators will monitor effective implementation of the instructional delivery model, with careful attention to the engagement level with a focus on multiple opportunities for language fluency of English Learners in mathematics.</p>	March 1, 2013	June 25, 2014	Site Administrators Teachers on Special Assignment K-12	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<u>TASK #2</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District Administrators will Monitor Effective Instructional Delivery in Mathematics Classrooms</p> <p>Description: District administrators will visit schools to monitor implementation and effectiveness of the instructional delivery model. District will provide schools with on-site TOSAs to support implementation and ongoing coaching of Direct Instruction/Gradual Release of Responsibility model.</p>	March 1, 2013	June 25, 2014	Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra Director of Curriculum and Instruction 7-12, Kelly McAmis Teachers on Special Assignment K-12	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

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<u>TASK #3</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: The Use of Common Formative Assessments to Guide Instruction</p> <p>Description: Teachers will develop and use common formative assessments to measure student progress. For example, student progress monitoring of teacher and course alike created assessments will be used to inform and drive future instruction to improve English Learner achievement in mathematics.</p>	March 1, 2013	June 25, 2014	Classroom Teachers Teachers on Special Assignment K-12	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<u>TASK #4</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Collaboration Time will be Provided by School Administration</p> <p>Description: Site administrators will provide teachers with collaboration opportunities within the school day to develop and reflect upon common formative assessment results to guide instruction. Principals will participate in collaboration activities with the teachers.</p>	March 1, 2013	June 25, 2014	Site Administrators	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

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<u>TASK #5</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District Training on How to Use Common Formative Assessments to Guide Instruction</p> <hr/> <p>Description: District will provide teacher leaders (department chairs, grade level leaders) with training on the development and usage of common formative assessments to guide instruction of math lessons for English Learners.</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p>	<p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>		

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<p>District/LEA SMART Goal : Title: Goal 2D: (High Quality Professional Development) By June 2014, 100% of GGUSD teachers will be trained in scientifically based strategies to improve English Language Development (ELD).</p>						
<p>Description: Garden Grove Unified School District Offices of K-6 and 7-12 Instruction will provide initial and ongoing professional development that includes effective EL instructional strategies, EL data analysis which includes formative assessment data as well and building academic language for long term EL's targeting ELA and math.</p>						
<p>Strategy: Title: Initial EL training will be offered at the district level with ongoing coaching and in class support at the site level in the core academic areas, with a focus in ELA, ELD, and mathematics (Dutro, Levy and More, 2011).</p>						
<p>Description: : The Garden Grove Unified School District K-6 and 7-12 Instruction Offices will provide initial and ongoing professional development for teachers of EL's focusing on best practices and instructional strategies, EL data analysis focusing on the use of formative assessment data.</p>						
<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Systematic ELD Teacher Training</p> <p>Description: Provide initial training to site administrators and teachers in Systematic ELD and Constructing Meaning with EL Achieve</p> <p>Funding (Y) Tag: (T3Y2, T3Y4)</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p>	<p>K-12 Teachers</p>	<p>\$30,000 Includes sub release & consultant fees</p> <p>\$254,150</p>	<p>Title I EIA/LEP</p>

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<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District will Plan and Schedule Initial Training</p> <p>Description: District administrators will meet with consultants from EL Achieve as well as directors of instruction to develop a master training plan that aligns to the goal of closing the gap for our ELs to reach AYP targets in ELA and math.</p>	March 1, 2013	June 25, 2014	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p>	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
<u>TASK #2</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District will Train Teachers on Special Assignment (TOSAs) on Systematic ELD and Constructing Meaning (EL Achieve) to serve as trainer of trainers and coaches during initial training and for coaching and in class support to teachers after initial training</p> <p>Description: Directors of Instruction will meet with consultants from EL Achieve, and train teacher leaders (TOTs/TOSAs) on research based EL strategies and EL instructional practices and supports that focus on expressive language and academic language functions to support long term ELs with content material, specifically ELA and math.</p>	March 1, 2013	June 25, 2014	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p>	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

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<u>TASK #3</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: District will Train K-12 Teachers in Effective ELD strategies</p> <p>Description: District will ensure implementation of Systematic ELD/Constructing Meaning, based on the research of Susana Dutro (EL Achieve), and provide initial training for all teachers. The district will continue to build capacity and provide ongoing support for teachers.</p>	<p>Sep., 10, 2013</p>	<p>June 15, 2014</p>	<p>Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra</p> <p>Director of Curriculum and Instruction 7-12, Kelly McAmis</p> <p>Teachers on Special Assignment K-12</p> <p>Teachers</p> <p>Principals/Assistant Principals</p>	<p><input type="checkbox"/>not begun</p> <p><input checked="" type="checkbox"/>in progress</p> <p><input type="checkbox"/>completed</p> <p><input type="checkbox"/>suspended</p>		

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District/LEA SMART Goal : Title: Goal 5A, B: Increase Graduation Rates, Decrease Dropout Rates Our graduation rate is 92% overall, but it is 87% for English Learner students. Our goal is to have more than 90% of students from all subgroups who enter their freshmen year in 2012 graduate in four years.						
Description: GGUSD English Learners did not increase in the percent of students graduating from high school from 2009-10 to 2011-12. The data indicates that our graduation rate decreased by 1% for English Learners from 88% to 87%.						
Strategy: Title: GGUSD will increase opportunities for at risk students including English Learners by providing district and site based resources and instructional programs to increase graduation rates.						
Description: GGUSD English Learners did not increase in the percent of students graduating from high school from 2009-10 to 2011-12. . The data indicates that our graduation rate decreased by 1% for English Learners from 88% to 87%.						
End Date	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Course Placement Description: GGUSD will provide school counselors with data which will support placement of ELs in appropriate courses.	March 1, 2012	June 25, 2014	College and Career Readiness Supervisor School Counselors Principals/Assistant Principals Director of Curriculum and Instruction K-6, Monica Acosta-Ibarra Director of Curriculum and Instruction 7-12, Kelly McAmis	Counselors		

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District/LEA SMART Goal :						
Title: 2E: Parent and Community Participation						
By June 2014, GGUSD will increase parent and community outreach opportunities by 2% as evidenced by school and district rosters of attendance at school and community outreach activities.						
Description: The GGUSD Parent and Community Outreach team will implement and support district-wide parent and community participation in education programs that foster a strong school-community connection, facilitate ongoing two-way communication, provide interpretation and translation services and other services that address barriers to participation, provide needed community resources and support through partnerships with community based organizations, and help foster a school-community connection where parents and community members take an active role in the success of all students.						
Strategy						
Title: GGUSD will increase parent and community involvement opportunities district wide.						
Description: : The GGUSD Parent and Community Outreach team will implement and support district wide parent and community participation in education programs that foster a strong school-community connection, facilitate ongoing two-way communication, provide interpretation and translation services and other services that address barriers to participation, provide needed community resources and support through partnerships with community based organizations, and help foster a school-community connection where parents and community members take an active role in the success of all students.						
<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title : Increase Parent and Community Outreach Activities District Wide	March 1, 2013	June 25, 2014	Supervisor of Parent & Community Outreach, Teri Rocco Parent & Community Outreach staff Director of K-12 Educational Services, Lorena Sanchez	School staff Parent and community members	\$310,441	Title I
Description: Through trainings offered to school staff, the GGUSD Parent and Community Outreach staff will support school staff as they facilitate parent and community outreach activities offered at school sites at a district wide level, K-12. Funding (Y N) Tag: (T3Y2, T3Y4)						

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<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Parent Involvement and Community Outreach Opportunities for Participation</p> <p>Description: GGUSD will offer district level activities for staff, parents and community members in an effort to facilitate an increase in number of activities and programs offered district wide, K-12 (e.g., 40 Developmental Assets training, 10 Commandments in Education for parents, etc.).</p>	<p>March 1, 2013</p>	<p>June 25, 2014</p>	<p>Supervisor of Parent & Community Outreach, Teri Rocco</p> <p>Parent & Community Outreach staff</p> <p>Director of K-12 Educational Services, Lorena Sanchez</p>	<p><input type="checkbox"/> not begun</p> <p><input checked="" type="checkbox"/> in progress</p> <p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> suspended</p>		

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District/LEA SMART Goal :						
Title: 2G: By June 2014, GGUSD will invite 100% parents of immigrant students to meetings and address topics pertinent to the needs of immigrant students and their families.						
Description: GGUSD will continue to provide services for immigrant students and parents' needs as demonstrated by student data and a parents' needs assessment.						
Strategy:						
Title: GGUSD will invite 100% parents of immigrant students to meetings and address topics pertinent to the instructional needs of immigrant students and their families.						
Description:: GGUSD will address topics pertinent to the instructional needs of immigrant students and their families at activities and events sponsored by district and sites, and provide interpretation.						
<u>ACTION STEPS:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Meet Needs of Immigrant Students and Their Families	March 1, 2013	June 25, 2014	Supervisor of Parent & Community Outreach, Teri Rocco Parent & Community Outreach staff Director of K-12 Educational Services, Lorena Sanchez	School staff Parent and community members	\$162,800	Title III
Description: Address topics, with interpretation, of high interest which will help parents of immigrant students acclimate to the U.S. educational system. .Funding (Y N) Tag: (T3Y2, T3Y4)						
<u>TASK #1</u>	Start Date	End Date	Person Responsible	Status		
Title: Parent Needs.Assessment	March 1, 2013	June 25, 2014	Supervisor of Parent & Community Outreach, Teri Rocco Parent & Community Outreach staff Director of K-12 Educational Services, Lorena Sanchez	<input checked="" type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
Description: During first quarterly meeting, administer a parent needs assessment in an effort to identify topics of high interest.						

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<u>TASK #2</u>	Start Date	End Date	Person Responsible	Status		
<p>Title: Radio Bolsa-Vietnamese Radio Show</p> <p>Description: GGUSD will reach out to the Vietnamese community on a radio show in an effort to provide immigrant parents information about school activities and topics which are important to their student's education, in their primary language.</p>	March 1, 2013	June 25, 2014	Supervisor of Parent & Community Outreach, Teri Rocco Parent & Community Outreach staff Director of K-12 Educational Services, Lorena Sanchez	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		