

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN
Signatures and Assurances

LEA Plan Information:

Name of Local Educational Agency (LEA): San Gabriel Unified

County/District Code: 19-75291

Dates of Plan Duration (should be five-year plan): July 1, 2003 to June 30, 2008 (to be updated annually)

Date of Local Governing Board Approval: June 23, 2015

District Superintendent: David Yoshihara, Ed.D

Address: 408 Junipero Serra Dr.

City: San Gabriel

Zip code: 91776

Phone: 626-451-5400

Fax: 626-285-3206

Signatures (Scan this signed and dated document into CAIS. Retain the signed original on file).

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program-specific assurances included in the attached document for all federal and state categorical programs for which this LEA is receiving funds, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan are on file, including signatures of any required external provider.

David Yoshihara

signature on file

Printed or typed name of Superintendent

Date

Signature of Superintendent

Ken K. Tcheng

signature on file

Printed or typed name of Board President

Date

Signature of Board President

LEA PLAN ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature on the LEA Plan Signature and Assurances page attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - A) have the lowest proportion of highly qualified teachers;
 - B) have the largest average class size; or
 - C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE III

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

40. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

New LEAP Assurances

42. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
43. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

44. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part C, Migrant Education		EIA – Limited English Proficient
	Title I, Part D, Neglected/Delinquent		State Migrant Education
√	Title II, Part A, Subpart 2, Improving Teacher Quality		School Improvement (Library Block Grant) {flex}
	Title II, Part D, Enhancing Education Through Technology		Child Development Programs
√	Title III, Limited English Proficient		Educational Equity
√	Title III, Immigrants		Gifted and Talented Education {flex}
	Title IV		School Safety and Violence Prevention Act (AB1113, AB 658) {flex}
	Title V, Part A, Innovative Programs – Parental Choice		Tenth Grade Counseling
	Adult Education		Healthy Start
√	Career Technical Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	McKinney-Vento Homeless Education		Other (describe):
√	IDEA, Special Education		Other (describe):
	21 st Century Community Learning Centers		Other (describe):
√	Other (describe): LCFF (GF)		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district for latest known figures.

Programs	Prior Year District Carryovers	Current Year District Entitlements
Title I, Part A	\$ 207,109	\$1,162,322
Title I, Part C, Migrant Education	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	\$171,089	\$246,139
Title II, Part D, Enhancing Education Through Technology	\$0	\$0
Title III, Limited English Proficient	\$142,307	\$160,720
Title III, Immigrants	\$20,351	\$21,695
Title IV	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A
Adult Education	N/A	N/A
TOTAL	\$540,856	\$1,590,876

San Gabriel Unified Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, the San Gabriel Unified School District educates Kindergarten through 12th grade students in the diverse community of San Gabriel. San Gabriel is a city rich in history. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. By 1868 the San Gabriel Unified School District already was educating students and is proud of its long tradition of academic excellence. There are currently five elementary schools (K-5), one middle school (6-8), one comprehensive high school (9-12), and one continuation high school (9-12). San Gabriel Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff, who play such vital role in providing a quality educational program.

Mission

It is the mission of the San Gabriel Unified School District (SGUSD), in partnership with the Community, to prepare its students for their future as productive citizens and lifelong learners. We are committed to provide a balanced curriculum, supportive programs and practices, and an environment that encourages students to reach their maximum potential.

District Staff

Certificated Staff.....	249	Classified Staff.....	187
Management.....	25	Confidential.....	18

District Demographics

STUDENT ENROLLMENT

Coolidge ES	414	Jefferson MS	1232
McKinley ES	622	Gabrielino HS	1772
Roosevelt ES	407	Del Mar HS	59
Washington ES	501	Non Public Sch.	11
Wilson ES	368	TOTAL	5386

ENROLLMENT SURVEY OF STUDENT POPULATION

District Enrollment by Ethnicity as of October 2012

American Indian	14	0.26%	Black	63	1.17%
Asian	2889	53.64%	White	336	6.24%
Pacific Islander	11	0.20%	Multiple	21	.39%
Hispanic	1970	36.58%			

SCHOOL ENROLLMENT BY ETHNICITY *(major categories)*

Coolidge ES	414		Roosevelt ES	407	
American Indian	0	0.00%	American Indian	1	0.25%
Asian	172	41.55%	Asian	114	28.01%
Pacific Islander	0	0.00%	Pacific Islander	0	0.00%
Hispanic	150	36.23%	Hispanic	276	67.81%
Black	0	0.00%	Black	4	.98%
White	70	16.91%	White	7	1.72%
Multiple	10	2.42%	Multiple	1	0.25%

Gabrielino HS	1772		Washington ES	501	
American Indian	3	.17%	American Indian	2	0.40%
Asian	1062	59.93%	Asian	196	39.12%
Pacific Islander	4	0.23%	Pacific Islander	1	0.20%
Hispanic	1772	31.88%	Hispanic	240	47.90%
Black	17	.96%	Black	11	2.85%
White	112	6.32%	White	27	5.39%
Multiple	1	0.60%	Other	3	0.60%

Jefferson MS	1232		Wilson ES	368	
American Indian	7	0.57%	American Indian	0	0.00%

Asian	677	54.95%	Asian	206	55.98%
Pacific Islander	4	0.32%	Pacific Islander	1	0.27%
Hispanic	444	36.04%	Hispanic	107	29.08%
Black	15	1.22%	Black	7	1.90%
White	71	5.76%	White	35	9.51%
Multiple	1	0.08%	Multiple	5	1.36%

McKinley ES	622		Del Mar HS	59	
American Indian	0	0.00%	American Indian	1	1.69%
Asian	449	72.19%	Asian	10	16.95%
Pacific Islander	1	0.16%	Pacific Islander	0	0.00%
Hispanic	142	22.83%	Hispanic	40	67.80%
Black	3	0.48%	Black	2	3.39%
White	7	1.13%	White	5	8.47%
Multiple	0	0.00%	Other	0	0.00%

Non Public School	11	
American Indian	0	0.00%
Asian	3	27.27%
Pacific Islander	0	0.00%
Hispanic	6	54.55%
Black	0	0.00%
White	2	18.18%
Other	0	0.00%

Elementary School Sites

COOLIDGE ELEMENTARY SCHOOL Vision and Mission Statement:

Our vision is to provide a rich and balanced academic curriculum in a safe, clean, nurturing, and productive learning environment, in order to achieve the mission of cultivating caring and responsible citizens who value learning and diversity, and who are prepared to interact positively with all cultures.

McKINLEY ELEMENTARY SCHOOL Vision and Mission Statement:

The mission of McKinley School, in participation with our parents and community, is to provide a full rich educational experience for all children. Current research and practices are reflected in instructional strategies and enable all students to meet or exceed grade level standards. We empower our students for future success by promoting students' self-worth, appreciation of cultural diversity, social responsibility, and a life-long love for learning.

ROOSEVELT ELEMENTARY SCHOOL Vision and Mission Statement:

The Roosevelt Community is committed to provide, for all of its students, a strong foundation of educational and social experiences for future success.

WASHINGTON ELEMENTARY SCHOOL Vision and Mission Statement:

Ours is a service industry, with our students, parents and community the clients we serve every day. The mission of Washington School, in partnership with parents and community, is compulsory learning for all students, implemented by a standards-based curriculum, in order to: (1) ensure that every child is empowered with meaningful, lifelong skills in academic, physical, and social endeavors; (2) provide high quality instruction; (3) maintain a learning atmosphere that encourages honesty, kindness, mutual respect, and an appreciation of cultural diversity; (4) welcome parent involvement and input in all areas of the school program.

WILSON ELEMENTARY SCHOOL Vision and Mission Statement:

The mission of Wilson Elementary, in cooperation with our parents and community, is to promote the future success of our students by developing responsible citizens and critical thinkers. We encourage the joy of learning by providing an invigorating, stimulating, and challenging learning environment. Our whole child approach develops our students' self-worth and bridges individual and academic differences.

Secondary School Sites

JEFFERSON MIDDLE SCHOOL Mission and Vision Statement:

Jefferson Middle School will provide a balanced program and an environment that addresses the learning styles and social development needs of emerging adolescents. Students will be encouraged to become independent and self-directed learners, not only through classroom instructions, but also through guidance and counseling, a choice of extracurricular activities, and leadership opportunities.

- We believe that the responsibility for student achievement is a shared partnership between students, parents and teachers.
- We believe that all students are capable of learning.
- We believe that every person at Jefferson, both students and adults, must treat every other person on campus with respect at all times.
- We believe that it is the responsibility of each teacher to treat each student as an individual, in order to address and meet the student's learning needs.

- We believe that it is the responsibility of each parent to understand and support each teacher's expectations and standards in order for students to receive passing grades.
- We believe that it is the responsibility of each student to come to school on time every day and to be dressed in "Academic Attire" as defined by the school's dress code, because this creates a more serious climate for learning.

GABRIELINO HIGH SCHOOL Mission and Vision Statement:

A Commitment to Constant and Never-Ending Improvement. Building upon the Strengths, Talents and Passions of All Students.

DEL MAR (CONTINUATION) HIGH SCHOOL Vision and Mission Statement:

It is the belief of the staff at Del Mar High School that all students have value and are deserving of a comprehensive education to prepare them for the future. It is our mission to develop lifelong learners who will be literate in a competitive and technological society.

Accountability Summary: API and AYP Information

The following table represents the Academic Performance Index (API) Information for SGUSD and its schools for the 2012-2013 School year (most recent year of availability):

	<u>BASE API (May 2013)</u>	<u>GROWTH API (Sept. 2013)</u>	<u>2012-2013 Growth</u>
<u>SGUSD</u>	<u>843</u>	<u>843</u>	<u>0</u>
<u>Coolidge</u>	<u>902</u>	<u>898</u>	<u>-4</u>
<u>Gabrielino</u>	<u>845</u>	<u>843</u>	<u>-2</u>
<u>Jefferson</u>	<u>836</u>	<u>832</u>	<u>-4</u>
<u>McKinley</u>	<u>849</u>	<u>858</u>	<u>+9</u>
<u>Roosevelt</u>	<u>731</u>	<u>752</u>	<u>+21</u>
<u>Washington</u>	<u>901</u>	<u>881</u>	<u>-21</u>
<u>Wilson</u>	<u>895</u>	<u>900</u>	<u>-5</u>

The following table represents the API Information for SGUSD Subgroups for the 2012-2013 School year (most recent year of availability):

	<u>BASE API</u>	<u>GROWTH API</u>	<u>2012-2013 Growth</u>
Asian	904	901	-3
Filipino	901	900	-1
Hispanic or Latino	746	752	+6
White	869	860	-9
Socio-economically Disadvantaged	798	801	+3
English Learners	803	792	-11
Students with Disabilities	566	588	+22

The following table represents the Adequate Yearly Progress (AYP) Information for SGUSD and its schools for 2013 (most recent year of availability):

	Made AYP	ELA	Math	PI Status
SGUSD	No	No	No	Year 1
Coolidge	No	No	No	Not Title I
McKinley	No	No	No	Year 4
Roosevelt	No	No	No	Year 4
Washington	No	No	No	Not Title I
Wilson	No	No	No	Not Title I
Jefferson	No	No	No	Not Title I
Gabrielino	No	No	No	Not Title I
Del Mar	Yes	Yes	Yes	Not in PI

Local Measures of Student Performance
(*other* than State-level assessments)

As Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

The following chart is a description of high-quality student academic assessments, in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency uses to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

Local Measures for Student Performance K-11

	Reading	Writing	Math
Kindergarten	District Assessments for Phonemic Awareness, Decoding, Fluency, Comprehension, Literary Responses and The Basic Phonic Skills Test (BPST)	Standards-based Writing Performance Tasks and Writing Rubrics	District Benchmark Assessment aligned adopted textbook and CA math standards
Grade 1	Fountas & Pinnell Benchmark Assessment System A-Z and AR/STAR	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned adopted textbook and CA math standards
Grade 2	Fountas & Pinnell Benchmark Assessment System A-Z and AR/STAR	Standards-based Writing Performance Tasks and Standards-	District Benchmark Assessment aligned adopted textbook

		based Writing Rubrics	and CA math standards
Grade 3	Fountas & Pinnell Benchmark Assessment System A-Z, AR/STAR	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned adopted textbook and CA math standards
Grade 4	Houghton Mifflin Theme Skills Tests, AR/STAR	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned adopted textbook and CA math standards
Grade 5	Houghton Mifflin Theme Skills Tests, AR/STAR	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned adopted textbook and CA math standards
Grade 6	District Benchmark Assessment aligned to CA ELA Standards	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned to CA math Standards
Grade 7	District Benchmark Assessment aligned to CA ELA Standards	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned to CA math standards
Grade 8	District Benchmark Assessment aligned to CA ELA Standards	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	District Benchmark Assessment aligned to CA math standards
Grade 9	Benchmark Assessment aligned to CA ELA Standards CAHSEE Diagnostic Exam	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	Benchmark Assessment aligned to CA math standards CAHSEE Diagnostic Exam
Grade 10	Benchmark Assessment aligned to CA ELA Standards	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	Benchmark Assessment aligned to CA math standards

Grade 11	Benchmark Assessment aligned to CA ELA Standards	Standards-based Writing Performance Tasks and Standards-based Writing Rubrics	Benchmark Assessment aligned to CA math standards
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San Gabriel Unified School District

Performance Goal 1a: All students will reach high standards, at a minimum, attaining proficiency or better in Reading/Language Arts by 2016.

By June 2016, the percentage of all students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the CAASPP.

- All students will increase by 2% from 2015 scores
- English learner (EL) increase by 2% from 2015 scores
- Students with disabilities (SWD) increase by 2% from 2015 scores
- Socio-economically disadvantaged (SED) increase by 2% from 2015 scores
- Hispanic Subgroup increase by 2% from 2015 scores

Planned Improvement in Student Performance in Reading

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will continue to align instruction with content standards by taking the following steps:</p> <p>1) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.</p> <p>2) All textbooks and supplemental materials are aligned with the standards including new materials for Common Core State Standards (CCSS) when SBE approved.</p>	<p>1) Principals/annually</p> <p>2) Assistant Superintendent – Educational Services</p>	<p>1) N/A</p> <p>2) Instructional Materials for CCSS</p>	<p>1) N/A</p> <p>2) \$20,000</p>	<p>1) N/A</p> <p>2) LCFF</p>

3) District Benchmark Assessments (DBA) stress mastery of standards-based content.	3) Assistant Superintendent – Educational Services	3) Substitutes and/or hourly pay	3) \$5,000	3) Title II
4) All qualifying teachers will participate in the BTSA Induction Program, which focuses on content standards and standards for teaching profession.	4) Director-Assessment and Special Projects/ Teachers/ongoing	4) SP Stipends & Substitutes	4) \$21,000	4) Title II In-Kind
5) Long Range Plans will be revised to reflect the state adoption guidelines and will continue to stress RLA content standards alignment and assessment focused on transitioning to the new CCSS.	5) Assistant Superintendent – Educational Services, Program Administrator,	5) Substitutes and/or hourly pay	5) \$8,000	5) Title II
6) Teacher recruitment, hiring, and evaluation will focus on RLA standards.	6) Assistant Superintendent – Human Resources/ongoing	6) N/A	6)N/A	6)N/A

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies				
1) The district will purchase materials on the State Adopted List (K-8) or RLA standards (9-12) when available.	1) N/A currently	N/A	N/A	N/A
2) Teachers will regularly examine student work samples at grade level or department meetings to ensure that students are mastering grade level RLA standards.	2) Teachers, principals/ongoing	2) None	2) N/A	2) N/A

3) Teacher lesson plans will make explicit reference to the standards being taught.	3) Teachers, principals/ongoing	3) None	3) N/A	3) N/A
4) Teachers will meet for vertical and horizontal articulation at site and district levels.	4) Teachers, principals/ongoing	4) None	4) N/A	4) N/A

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Intervention and Extended learning time:				
1) ELA Teacher on Special Assignment (TOSA) will provide training to teachers on reading intervention strategies to use in the classroom with at-risk students in danger of failing to meeting RLA standards.	1) ELA/ELD TOSA	1) TOSA salary	1) \$85,000	1) Title I
2) All students in grades 1-5 receive two and half hours of literacy instruction which includes built-in interventions.	2) Teachers, Principal/ongoing	2) No extra cost	2) N/A	2) N/A
3) All schools offer a research-based reading intervention, READ 180.	3) Teachers/ongoing	3) Teacher salaries	3) \$150,000	3) LCFF
4) Before and after school intervention classes in reading are offered for grades 1-5 at select sites.	4) Teachers/ongoing	4) Teacher hourly	4) 25,000	4) Title I

5) Homework assistance is provided at some sites through intervention.	5) Teachers/ongoing	5) Teacher Hourly salary	5) \$17,496	5) Title I
6) The Accelerated Reader (AR) will continue to be utilized in selected classrooms and labs.	6) Teachers/ongoing	6) AR contracted services	6) \$10,000	6) LCFF

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) The district’s administrators will participate in training with a module specifically devoted to RLA and the CCSS.</p> <p>2) The district’s teachers will participate in training with a heavy emphasis on standards-based RLA materials, including CCSS materials.</p> <p>3) Whenever the district adopts new standards-based reading materials, all teachers will participate in professional development related to their use.</p> <p>4) Ongoing grade level meetings will continue to address RLA curriculum, DBA analysis and intervention strategies.</p>	<p>1) Principals</p> <p>2) Teachers/especially ongoing, TOSAs</p> <p>3) All Teachers and Principals/ linked to adoption cycle</p> <p>4) Teachers/ongoing</p>	<p>1) N/A</p> <p>2) Consultant, Teacher Hourly rate</p> <p>3) Publisher consultant</p> <p>4) Teachers</p>	<p>1) N/A</p> <p>2) \$8,100</p> <p>3) N/A</p> <p>4) \$2,500</p>	<p>1) N/A</p> <p>2) Title II</p> <p>3) N/A</p> <p>4) Title II</p>

<p>5) Teachers will update language arts materials, assessments, and long range plans as needed, especially given the transition to CCSS.</p>	<p>5) Teachers, Retired Teachers/ annually</p>	<p>5) Hourly Teacher pay or Retired Teachers</p>	<p>5) \$2,500</p>	<p>5) Title II</p>
<p>6) CAASPP and District Benchmark Assessment (DBA) data analysis will continue to be done by school, grade level, and classroom and used to determine yearly growth targets.</p>	<p>6) Teachers/annually</p>	<p>6) None</p>	<p>6) N/A</p>	<p>6) N/A</p>
<p>7) Annual growth targets will be set based on CAASPP and DBA.</p>	<p>7) Principals, Teachers/annually</p>	<p>7) None</p>	<p>7) N/A</p>	<p>7) N/A</p>
<p>8) The district will continue its collaboration with agencies that offer preschool programs especially in light of its Transitional Kindergarten class; these preschool programs focus on language development and pre-reading strategies.</p>	<p>8) Preschool staff, Assistant Superintendent—Educational Services, Director Of Student Support</p>	<p>8)None</p>	<p>8) N/A</p>	<p>8) N/A</p>
<p>9) Educational Technology Teacher on Special Assignment (TOSA) will provide training on how to use technology to improve RLA instruction.</p>	<p>9) Ed Tech TOSA</p>	<p>9) Teacher Salary</p>	<p>9) \$85,000</p>	<p>9) LCFF</p>
<p>10) Teachers will participate in staff development focused on the development of performance tasks, aligned to CCSS</p>	<p>10) TOSAs Program Administrator Assistant Superintendent- Educational Services, Principals</p>	<p>10) Teacher hourly salary Substitutes</p>	<p>10) \$27,098</p>	<p>10) Title II</p>

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Each school will maintain a Site Council with staff, parent, and community representatives. Each Council receives reports on overall student assessment results in reading and communicates the results to the entire school community. Site Councils also contribute input on how to improve school reading programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results with an explanation of how to interpret them.</p> <p>3) Parents will be invited to parent conferences where teachers discuss the reading program and assessment results.</p> <p>4) Parent Teacher Association and DELAC committee receive information on the reading test data and achievement.</p> <p>5) Each school develops and distributes a School Accountability Report Card.</p>	<p>1) School Site Council Members/6 meetings per year</p> <p>2) Director-Assessment and Special Projects, Principals, Teachers, Office Managers/ annually</p> <p>3) Individual Parents and Teachers/ Fall</p> <p>4) Program Administrator, Principals, Parent Groups (i.e. PTA or PEP), DELAC members/annually in Fall</p> <p>5) Assistant Superintendent-Educational Services, Principals/ annually</p>	<p>1) None</p> <p>2) Mailing, duplicating</p> <p>3) Translators</p> <p>4) None</p> <p>5) Printing and translations</p>	<p>1) N/A</p> <p>2) \$4,000</p> <p>3) \$3,000</p> <p>4) N/A</p> <p>5) \$8,000</p>	<p>1) N/A</p> <p>2) LCFF</p> <p>3) LCFF</p> <p>4) N/A</p> <p>5) LCFF</p>

6) Title I parent meetings will address reading issues and ways for parents to assist students.	6) Teachers, Parents/at least twice Yearly	6) Translators, materials, printing	6) \$3,000	6) Title I
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San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Reading/Language Arts (RLA)	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Monitoring program effectiveness:				
1) The District Governing Board and administration fully support the Public School Accountability Act.	1) Board and Superintendent/ ongoing	1) No extra cost	1) N/A	1) N/A
2) The district participates in all phases of the state's standards-based assessment system.	2) Assistant Superintendent Educational Services, Program Administrator, Teachers/ongoing	2) Test Materials	2) \$5,000	2) LCFF
3) Test data and API results are used to monitor programs and drive changes in instructional practices, as needed.	3) Administrators, Teachers/ ongoing	3) No extra cost	3) N/A	3) N/A
4) Each site has a Single Plan for Student Achievement. The principal and Site Council have the responsibility for monitoring progress and making revisions.	4) Director-Assessment and Special Projects, Principals, Site Council/annually	4) No extra cost	4) N/A	4) N/A
5) At the K-8 level District Benchmark Assessments (DBA) will continue to be administered three times a year.	5) Assistant Superintendent-Educational Services, Program Administrator/ongoing	5) Duplicating costs	5) \$5,000	5) LCFF
6) At the 9-12 level, DBA will continue to be administered each semester.	6) Assistant Superintendent-Educational Services, Program Administrator/ongoing	6) Duplicating cost	6) \$3,000	6) LCFF
7) Classroom teachers will regularly use the results of DBA to assess students' mastery of standards by examining student work; re-teaching occurs as needed.	7) Teachers/ongoing	7) No extra cost	7) N/A	7) N/A

8) Each elementary teacher at every grade level and each secondary teacher of every course will develop and administer one CCSS aligned performance task.	8) Teachers/TOSAs/ Assistant Superintendent Educational Services, Program Administrator/ongoing	8) No extra cost	8)N/A	8) N/A
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San Gabriel Unified School District

San Gabriel Unified School District

Performance Goal 1b: All students will reach high standards, at a minimum, attaining proficiency or better in Math by 2016.

By June 2016, the percentage of all students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the CAASPP.

- All students will increase by 2% from 2015 scores
- English learner (EL) increase by 2% from 2015 scores
- Students with disabilities (SWD) increase by 2% from 2015 scores
- Socio-economically disadvantaged (SED) increase by 2% from 2015 scores
- Hispanic Subgroup increase by 2% from 2015 scores

Planned Improvement in Student Performance in Math

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will continue to align instruction with content standards by taking the following steps:</p> <p>1) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.</p> <p>2) All textbooks and supplemental materials are aligned with the standards including new materials for Common Core State Standards (CCSS) when SBE approved.</p>	<p>1) Principals/annually</p> <p>2) Assistant Superintendent – Educational Services</p>	<p>1) N/A</p> <p>2) Instructional Materials for CCSS</p>	<p>1) N/A</p> <p>2) \$352,729</p>	<p>1) N/A</p> <p>2) LCFF</p>

3) District Benchmark Assessments (DBA) stress mastery of standards-based content.	3) Assistant Superintendent – Educational Services	3) Substitutes and/or hourly pay	3) \$5,000	3) Title II
4) All qualifying teachers will participate in the BTSA Induction Program, which focuses on content standards and standards for teaching profession.	4) Director-Assessment and Special Projects/ Teachers/ongoing	4) SP Stipends & Substitutes	4) \$21,000	4) Title II In-Kind
5) Long Range Plans will be revised to reflect the state adoption guidelines and will continue to stress Math content standards alignment and assessment focused on transitioning to the new CCSS.	5) Assistant Superintendent – Educational Services	5) Substitutes and/or hourly pay	5) \$8,000	5) Title II
6) Teacher recruitment, hiring, and evaluation will focus on Math standards.	6) Assistant Superintendent – Human Resources/ongoing	6) N/A	6)N/A	6)N/A

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies				
1) The district will purchase materials on the State Adopted List (K-8) or Math standards (9-12) including bridge materials for CCSS when available.	1) Assistant Superintendent – Educational Services	1) Instructional Materials for CCSS	1)\$352,729	1) LCFF
2) Teachers will regularly examine student work samples at grade level or department meetings to ensure that	2) Teachers, principals/ongoing	2) None	2) N/A	2) N/A

students are mastering grade level Math standards.				
3) Teacher lesson plans will make explicit reference to the Math standards being taught.	3) Teachers, principals/ongoing	3) None	3) N/A	3) N/A
4) Teachers will meet for vertical and horizontal articulation at site and district levels.	4) Teachers, principals/ongoing	4) None	4) N/A	4) N/A

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Intervention and Extended learning time:				
1) Math Teacher on Special Assignment (TOSA) will provide training to teachers on Math intervention strategies to use in the classroom with at-risk students in danger of failing to meeting Math standards.	1) Math TOSA	1) TOSA salary	1) \$85,000	1) Title I
2) The middle school and high school implement a research-based intervention/acceleration program.	2) Teachers/ongoing	2) None	2) N/A	2) N/A
3) After-school intervention class in math will be offered for students at risk of failing Math in grades 1-5.	3) Teachers/ongoing	3) Teacher Hourly Salaries	3) \$8,000	3) LCFF

4) High School CAHSEE Math support class offered to students in danger of failing Math portion of CAHSEE	4) Teachers/ongoing	4) Teacher salary	4) \$17,000	4) LCFF
5) Summer school math courses will be provided to students who have failed the math portion of the CAHSEE.	5) Teachers	5) Teacher Hourly Salary	5) \$5,000	5) LCFF
6) At the middle school and high school levels students will have the opportunity to take courses in an accelerated pathway.	6) Teachers/ ongoing	6) N/A	6) N/A	6) N/A

San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Staff development and professional collaboration aligned with standards-based instructional materials:				
1) The district's administrators will participate in training with a module specifically devoted to Math.	1) Principals	1) Consultant fee	1) \$1,000	1) Title II
2) The district's teachers will participate in training with a heavy emphasis on standards-based Math materials, including CCSS materials.	2) Teachers/especially ongoing	2) Consultant, Teacher Hourly rate	2) \$8,100	2) Title II

3) Whenever the district adopts new standards-based Math materials, all teachers will participate in professional development related to their use.	3) All Teachers and Principals/ linked to adoption cycle	3) Publisher consultant	3) \$10,000	3) Title II
4) Ongoing grade level meetings will continue to address Math curriculum, DBA analysis and intervention strategies.	4) Teachers/ongoing	4) Teachers	4) \$2,500	4) Title II
5) Teachers will update Math materials, assessments, and long range plans as needed, especially given the CCSS.	5) Teachers, Retired Teachers/ annually	5) Hourly Teacher pay or Retired Teachers	5) \$2,500	5) Title II
6) CAASPP and District Benchmark Assessment (DBA) data analysis will continue to be done by school, grade level, and classroom and used to determine yearly growth targets.	6) Teachers/annually	6) None	6) N/A	6) N/A
7) Annual growth targets will be set based on CAASPP and DBA.	7) Principals, Teachers/annually	7) None	7) N/A	7) N/A
8) The district will continue its collaboration with agencies that offer preschool programs especially in light of its Transitional Kindergarten class; these preschool programs focus on language development and pre-Math strategies.	8) Preschool staff, Assistant Superintendent—Educational Services, Director Of Student Support	8) None	8) N/A	8) N/A
9) Educational Technology Teacher on Special Assignment (TOSA) will provide training on how to use technology to improve math instruction.	9) Math TOSA	9) Teacher Salary	9) \$85,000	9) Title I

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Each school will maintain a Site Council with staff, parent, and community representatives. Each Council receives reports on overall student assessment results in Math and communicates the results to the entire school community. Site Councils also contribute input on how to improve school Math programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results with an explanation of how to interpret them.</p> <p>3) Parents will be invited to parent conferences where teachers discuss the Math program and assessment results.</p> <p>4) Parent Teacher Association and DELAC committee receive information on the Math test data and achievement.</p> <p>5) Each school develops and distributes a School Accountability Report Card.</p>	<p>1) School Site Council Members/6 meetings per year</p> <p>2) Director-Assessment and Special Projects, Principals, Teachers, Office Managers/ annually</p> <p>3) Individual Parents and Teachers/ Fall</p> <p>4) Director-Assessment and Special Projects, Parent Groups (i.e. PTA or PEP), DELAC members/annually in Fall</p> <p>5) Assistant Superintendent-Educational Services, Principals/ annually</p>	<p>1) None</p> <p>2) Mailing, duplicating</p> <p>3) Translators</p> <p>4) None</p> <p>5) Printing and translations</p>	<p>1) N/A</p> <p>2) \$4,000</p> <p>3) \$3,000</p> <p>4) N/A</p> <p>5) \$8,000</p>	<p>1) N/A</p> <p>2) LCFF</p> <p>3) LCFF</p> <p>4) N/A</p> <p>5) LCFF</p>

6) Title I parent meetings will address Math issues and ways for parents to assist students.	6) Teachers, Parents/at least twice Yearly	6) Translators, materials, printing	6) \$3,000	6) Title I
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San Gabriel Unified School District

Description of Strategies and Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Monitoring program effectiveness:				
1) The District Governing Board and administration fully support the Public School Accountability Act.	1) Board and Superintendent/ ongoing	1) No extra cost	1) N/A	1) N/A
2) The district participates in all phases of the state's standards-based assessment system.	2) Assistant Superintendent Educational Services, Test Director, Teachers/ongoing	2) Testing Materials	2) \$5000	2) LCFF
3) Test data and API results are used to monitor programs and drive changes in instructional practices, as needed.	3) Administrators, Teachers/ ongoing	3) No extra cost	3) N/A	3) N/A
4) Each site has a Single Plan for Student Achievement. The principal and Site Council have the responsibility for monitoring progress and making revisions.	4) Director-Assessment and Special Projects, Principals, Site Council/annually	4) No extra cost	4) N/A	4) N/A
5) At the K-8 level District Benchmark Assessments (DBA) will continue to be administered three times a year.	5) Assistant Superintendent-Educational Services, Program Administrator/ongoing	5) Duplicating costs	5) \$5,000	5) LCFF

6) At the 9-12 level, DBA will continue to be administered each semester.	6) Assistant Superintendent-Educational Services, Program Administrator/ongoing	6) Duplicating cost	6) \$3,000	6) LCFF
7) Classroom teachers will regularly use the results of DBA to assess students' mastery of standards by examining student work; re-teaching occurs as needed.	7) Teachers/ongoing	7) No extra cost	7) N/A	7) N/A

San Gabriel Unified School District

San Gabriel Unified - 19752910000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

•By June of 2015, the percentage of English learners learning English will increase from 64.7% to 66.0% in order to exceed the state defined growth expectations as measured by CELDT. **2016 targets yet to be set by state.**

Filing Cabinet Count	6	Budgeted:	\$31,457.00
Resources and state requirements for this goal Available	3	Actual:	\$729.00

STRATEGY Implement ELD Time, Curricula, and Instruction

Elementary EL students will receive 30-45 minutes of high quality ELD instruction daily to acquire English proficiency. Secondary EL instruction will range from 1 period to 1 double block.

Filing Cabinet Count	6	Budgeted	\$31,457.00
		Actual	\$729.00

ACTION STEP Identification, Placement, and Instruction

Identify EL students by English proficiency level to determine class and ELD placement using district data system to generate a report by class, not more than 2 consecutive levels per class.

Status	In Progress 03/24/2015	Filing Cabinet Count	4
Start-End Dates	08/18/2014 - 06/15/2015		
Tags	PI_Yr1		
Persons Responsible	Mayra Perez		

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Implement ELD Time, Curricula, and Instruction

ACTION STEP Identification, Placement, and Instruction

TASKS 2 of 3 Complete

EL Identification and Placement Principals will identify EL students and their proficiency utilizing the district data system (Aeries).	Completed	Due 8/1/2014 Mayra Perez (LEA)
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ELD Instructional Grouping Students will be grouped by ELD level for this ELD instruction and classroom placement based on the district criteria identified in the EL Master Plan.	Completed	Due 8/1/2014 Mayra Perez (LEA)
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ELD instructional time minimums Provide ELD CCSS aligned instruction for a minimum of 30-45 minutes in grades K-5 and 1 period or 1 double block in grades 6-12 daily.	In Progress	Due 6/5/2015
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ACTION STEP Curriculum and Materials

EL students will have curriculum and materials to meet their instructional needs.

Status	In Progress 03/24/2015	Filing Cabinet Count	7
Start-End Dates	04/01/2014 - 04/01/2015	Budgeted	\$2,600.00
Persons Responsible	Mayra Perez		

San Gabriel Unified - 19752910000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Implement ELD Time, Curricula, and Instruction

ACTION STEP Curriculum and Materials

TASKS 2 of 6 Complete

<p>EL Task Force Establishment A District EL Task force will be established to review EL curriculum materials and assess EL curriculum needs.</p>	<p>Completed</p>	<p>Due 6/5/2015 Mayra Perez (LEA)</p>
<p>EL Task Force Curriculum Review The EL Task Force shall conduct a curriculum review of materials being used by ELD teachers.</p>	<p>Completed</p>	<p>Due 6/5/2015 Mayra Perez (LEA)</p>
<p>CSS Alignment of ELD Materials EL Task Force shall align the existing ELD Materials to the ELD CCSS.</p>	<p>In Progress</p>	<p>Due 6/30/2016 Mayra Perez (LEA)</p>
<p>ELD Lesson and Assessment Development The EL Task Force will develop ELD CCSS aligned lessons and assessments.</p>	<p>In Progress</p>	<p>Due 10/30/2015 Mayra Perez (LEA)</p>
<p>Implement ELD CCSS Aligned Lessons & Assessments Teachers will implement ELD CCSS aligned lessons and administer assessments developed by the EL Task Force. Teachers will receive CCSS aligned lessons for implementation.</p>	<p>In Progress</p>	<p>Due 1/29/2016 Mayra Perez (LEA)</p>
<p>Provide ELD CCSS Aligned Materials Based on curriculum review and needs assessment, purchase sufficient materials aligned to the new ELD CCSS for all EL students.</p>	<p>Not Begun</p>	<p>Due 9/15/2016 Mayra Perez (LEA)</p>

ACTION STEP Assessment and Monitoring of Student Progress

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Implement ELD Time, Curricula, and Instruction

ACTION STEP Assessment and Monitoring of Student Progress

Site Administrator with the assistance of District support staff will review and analyze data to monitor student progress in English language proficiency.

Status	In Progress	04/09/2015	Filing Cabinet Count	6
Start-End Dates	05/04/2014 - 06/30/2015			
Persons Responsible	Mayra Perez			

TASKS 1 of 3 Complete

Identify Benchmark Assessments	In Progress	Due 6/9/2016
EL Task Force will identify/ develop CCSS aligned benchmark assessments to monitor EL student progress once per quarter. Teachers will implement the lessons and administer benchmarks developed.		Mayra Perez (LEA)

Analyze Benchmark Assessments	Not Begun	Due 1/23/2015
Principals or designee will meet with EL teachers to review student data and monitor progress in learning English once per quarter.		Mayra Perez (LEA)

Analyze Students not making adequate progress.	Completed	Due 10/13/2014
Students not making adequate progress in language acquisition will be identified and targeted for intervention.		Mayra Perez (LEA)

ACTION STEP Provide intervention to elementary EL students not

EL students will be provided with after school intervention which includes opportunities to speak and make presentations.

Status	In Progress	04/09/2015	Filing Cabinet Count	1
Start-End Dates	05/01/2014 - 06/05/2015		Budgeted	\$5,257.00
Persons Responsible	Mayra Perez			

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Implement ELD Time, Curricula, and Instruction

ACTION STEP Provide intervention to elementary EL students not making progress

TASKS 0 of 3 Complete

EL Unit Development Develop a unit of lessons around a theme that provides speaking and presenting opportunities for EL students.	Not Begun	Due 9/22/2014 Mayra Perez (LEA)
Implementation of Intervention Lessons Implement the intervention program	In Progress	Due 10/20/2014 Mayra Perez (LEA)
Intervention Student Monitoring Monitor progress of students participating in the intervention program.	In Progress	Due 12/5/2014 Mayra Perez (LEA)

ACTION STEP Provide intervention to secondary EL students not making progress

EL students will be provided with during school intervention focused on writing skills (grades 6-8).

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 06/05/2015	Budgeted	\$16,800.00
		Actual	\$729.00
Persons Responsible	Mayra Perez		

TASKS 0 of 3 Complete

Unit Development Develop a unit of lessons around a theme that provides speaking and presenting opportunities for EL students.	Not Begun	Due 9/22/2014 Mayra Perez (LEA)
Implementation of Units Implement the intervention program	In Progress	Due 10/20/2014 Mayra Perez (LEA)
Progress Monitoring Monitor progress of students participating in the intervention program.	In Progress	Due 12/5/2014 Mayra Perez (LEA)

ACTION STEP Provide intervention to secondary EL students

San Gabriel Unified - 19752910000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Implement ELD Time, Curricula, and Instruction

ACTION STEP Provide intervention to secondary EL students

EL students will be provided with during school intervention focused on writing skills.

Status	In Progress 04/09/2015	Filing Cabinet Count	0
Start-End Dates	01/31/2014 - 06/05/2015	Budgeted	\$6,800.00
Persons Responsible	Mayra Perez		

TASKS 0 of 3 Complete

Writing Clinic EL students will attend a writing clinic which will focus on pre-writing strategies and skills mini-lessons (grades 9-12).	In Progress	Due 9/22/2014 Mayra Perez (LEA)
After school intervention Grades 9-12 Implement writing clinic	Not Begun	Due 10/20/2014 Mayra Perez (LEA)
After school intervention progress monitoring Monitor progress of students participating in the writing clinic.	Not Begun	Due 12/5/2014 Mayra Perez (LEA)

San Gabriel Unified - 19752910000000

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

1. By June of 2015, the percentage of ELs in the program programs fewer than 5 years attaining English language proficiency will increase from 37% to 42%, in order to exceed the state-defined expectations for CELDT criterion for English-language proficiency. **2016 targets yet to be set by state.**

2. By June of 2015, the percentage of ELs in the program programs 5 or more years attaining English language proficiency will increase from 47% to 49.5%, in order to exceed state-defined expectations for CELDT criterion for English-language proficiency. **2016 targets yet to be set by state.**

Long-term English learners have been educated in U.S. schools for six or more years but have not made sufficient linguistic and academic progress to meet re-designation and academic progress. LTELs will be identified at the middle and high school level and an intervention class will be implemented to accelerate the progress of these students (2010-2013). If English learners continue to receive explicit ELD instruction once they reach middle levels of English proficiency and as they move the early advanced and advanced levels, they can move more rapidly to attain native-like levels of oral proficiency and avoid the plateau many experienced before becoming advanced speakers of English (Page 54, Saunders and Goldenberg).

Filing Cabinet Count	6	Budgeted:	\$14,736.00
Resources and state requirements for this goal Available	3		

STRATEGY Addressing CELDT proficiency of English Learners

Strategy: Provide support course for long-term ELs (LTELs).

In addition to providing SDAIE English courses for long-term English learners, an intervention course will be developed and offered to LTELs to accelerate progress toward English proficiency and re-designation criteria.

Filing Cabinet Count	0	Budgeted	\$14,736.00
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ACTION STEP LTEL Course Development and Oversight

Develop board-approved course outlines and assessments for ELD courses for Long Term English Learners (LTELs) in grades 6-12. This course will focus on the development of academic vocabulary, academic writing including justification, argument and research. Students will have the opportunity to speak and listen through daily class discussions, peer collaboration and group presentations.

Status	In Progress 04/09/2015	Filing Cabinet Count	0
Start-End Dates	04/07/2014 - 08/15/2014	Budgeted	\$9,296.00
Timeline Notes	August 2013- ELD teacher from JMS was provided training from publisher. August 2014- ELD teachers from GHS will be provided training from the publisher.		
Persons Responsible	Mayra Perez		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Addressing CELDT proficiency of English Learners

ACTION STEP LTEL Course Development and Oversight

TASKS 1 of 10 Complete

<p>Communicate course objectives EL TOSA and district staff will explain course objectives and rationale to middle school and high school staff, including administrators, English teachers and counselors.</p>	<p>In Progress</p>	<p>Due 9/30/2015 Mayra Perez (LEA)</p>
<p>Course Offering Secondary schools will offer the LTEL ELD (3D English) Course at the Middle and High School twice a year.</p>	<p>Not Begun</p>	<p>Due 6/30/2016 Mayra Perez (LEA)</p>
<p>Instructional Materials for LTEL Course Identify funding to purchase materials for LTEL course at Gabrielino High School.</p>	<p>Completed</p>	<p>Due 8/22/2014 Mayra Perez (LEA)</p>
<p>LTEL Course Offering Develop a course description, syllabus and assessments for ELD course for LTEL students.</p>	<p>Not Begun</p>	<p>Due 8/31/2015 Mayra Perez (LEA)</p>
<p>LTEL Student Monitoring Principals will schedule a school team meeting to discuss LTEL achievement in ELA course.</p>	<p>In Progress</p>	<p>Due 9/30/2015 Mayra Perez (LEA)</p>
<p>LTEL School Team Meetings LTEL school teams will meet three times a year to review LTEL student progress and identify students not making adequate progress (review benchmark assessments and CELDT). School teams will meet on 10-13-2014, 1-26-2015, and 4-27-2015.</p>	<p>Not Begun</p>	<p>Due 6/30/2016 Mayra Perez (LEA)</p>
<p>LTEL Intervention Teachers School sites will hire teachers to provide before and after school intervention.</p>	<p>Not Begun</p>	<p>Due 8/31/2015 Mayra Perez (LEA)</p>

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Addressing CELDT proficiency of English Learners

ACTION STEP LTEL Course Development and Oversight

LTEL Intervention	Not Begun	Due 10/30/2015
School sites will provide before and after school intervention for LTELS who are not making progress.		
LTEL Progress Monitoring	Not Begun	Due 9/30/2015
Review LTEL academic progress based in district benchmark assessments as well as reading scores on the CELDT of LTEL students in intervention courses.		
Curriculum Materials	In Progress	Due 5/30/2014
Ed Services Dept. Curriculum materials will be purchased for the high school LTEL students. (Title III)		

ACTION STEP Progress Monitoring of LTELS

Progress Monitoring of LTELS in ELA/ELD Courses, grades 6-12. Data will be collected and analyzed by data analysts at district office to monitor, assess and adjust the placement of LTELS in ELA and ELD courses. The data will then be provided to site principals.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	10/31/2014 - 06/05/2015		
Persons Responsible	Mayra Perez		

TASKS 0 of 1 Complete

LTEL school teams	In Progress	Due 9/12/2014
Establish a LTEL school teams to monitor student progress to re-designation. LTEL school teams will meet three times per year to review LTEL student data. The LTEL team will include site administration, ELD/ELA teachers, math teachers, and EL TOSA.		

ACTION STEP Intervention for LTELS

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Addressing CELDT proficiency of English Learners

ACTION STEP Intervention for LTELS

Provide Intervention for LTELS who are not making progress in LTEL ELA courses grade 6-12.

Status	Not Begun 03/24/2015	Filing Cabinet Count	0
Start-End Dates	10/13/2014 - 06/05/2015	Budgeted	\$5,440.00
Persons Responsible	Mayra Perez		

TASKS 0 of 3 Complete

LTEL Intervention- enrollment	Not Begun	Due 10/10/2014
Use data from CAHSEE/ CST ELA, CELDT reading scores. ELD benchmarks, and current grades to determine enrollment in intervention classes.		
LTEL Intervention Implementation	Not Begun	Due 10/13/2014
Implement intervention focused on academic vocabulary, academic discourse, and literacy skills.		
LTEL Intervention- monitoring	Not Begun	Due 1/23/2015
LTEL school teams will review progress at the end of ten week intervention program and determine next steps.		

ACTION STEP Academic Language Development

Teachers will use SDAIE and or GLAD methodology in CCSS lessons to support English Learners and to differentiate instruction.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

1. By June of 2015, the percentage of English learners attaining proficiency in reading/language arts will increase from 53.5% to 58.1%, as measured by local benchmarks and the CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts. **2016 targets yet to be set by state.**
2. By June of 2015 the percent of secondary English Learners attaining proficiency in Reading/Language Arts will increase from 16% to 18% as measured by the CAHSEE ELA. **2016 targets yet to be set by state.**
3. By June of 2015 the LEA will continue to meet the 100% participation rate for English learners assessed in Reading/ Language Arts. **2016 targets yet to be set by state.**

Description:

All English learners will receive instruction in Reading/Language Arts that is aligned to the CCSS and differentiated to meet their language needs.

1. By June of 2015, the percentage of English learners attaining proficiency in mathematics will increase from 62.3% to 66.0%, as measured by local benchmarks in order to move toward state-defined expectations for proficiency.
2. By June of 2015 the percent of secondary English Learners attaining proficiency in Math will increase from 43% to 48% as measured by the CAHSEE Math.
3. By June of 2015 the LEA will continue to meet the 100% participation rate for English learners assessed in Mathematics.

Description:

All English learners will receive instruction in Mathematics that is aligned to the CCSS and differentiated to meet their language and content needs.

Filing Cabinet Count	2	Budgeted:	\$53,540.00
Resources and state requirements for this goal Available	3		

STRATEGY Instructional Strategies-Language Arts/ELD

Teachers will incorporate the following strategies to build on EL language proficiency: emphasis on academic language, content and language objectives, and standards-based instruction and RTI.

Filing Cabinet Count	3	Budgeted	\$19,340.00
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ACTION STEP CCSS-based instruction and RTI

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies-Language Arts/ELD

ACTION STEP CCSS-based instruction and RTI

Teachers will use the CCSS to plan Reading/ language arts lessons that support English Learners. The LEA's RTI plan will be used to support ELs in need of Reading/ Language Arts intervention.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015	Budgeted	\$2,340.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 2 of 3 Complete

Grade-level and Department Meetings	In Progress	Due 9/30/2014
Grade-level and department meetings will provide information on CCSS aligned core curriculum materials for ELs two times per year. The EL TOSA will assist in facilitating this conversation.		Mayra Perez (LEA)
Performance Task Revision	Completed	Due 6/30/2014
CCSS aligned Writing performance tasks will be discussed and revised at grade level meetings. Differentiation of performance tasks for EL students will be included in the conversations.		Mayra Perez (LEA)
Unit and Lesson Development	Completed	Due 8/29/2014
ELA CCSS aligned lessons, units, and assessments will be developed by the Common Core Advisory. Materials developed will be reviewed at Grade-level and department meetings.		Mayra Perez (LEA)

ACTION STEP Academic Language Development

Teachers will use SDAIE and or GLAD methodology in CCSS lessons to support English Learners and to differentiate instruction.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015	Budgeted	\$5,200.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies-Language Arts/ELD

ACTION STEP Academic Language Development

TASKS 1 of 2 Complete

SDAIE/ GLAD/ focused peer observations	In Progress	Due 6/5/2015
Teachers will observe peers at similar grade levels/ assignments, using the district designed observation protocol. Observations will take place 2x/ yr and include site admin, teachers and district staff.		Mayra Perez (LEA)
Curriculum meetings- EL focus	Completed	Due 11/30/2015
Teacher meetings will include information on providing access to the core curriculum for EL students		Mayra Perez (LEA)

ACTION STEP Differentiated Instruction for EL Students

Teachers will differentiate Reading/ language arts (Daily 5/Café structure) instruction for EL students based on language and content needs. GLAD strategies will also be incorporated in lessons.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies-Language Arts/ELD

ACTION STEP Differentiated Instruction for EL Students

TASKS 1 of 4 Complete

EL focused collaboration-differentiating instruction	In Progress	Due 6/30/2016
Grade-level and English department meetings will include discussion and collaboration on differentiating instruction for ELs as a focus of collaboration three times per school year.		
District Monitoring form	In Progress	Due 11/20/2015
District will provide monitoring form to SAs to measure teacher use of ELA/ SDAIE/ GLAD strategies taught. The form will be revised in collaboration with SAs. The areas of focus are academic vocabulary, language objectives, and informational writing.		
Principals monitor ELD support strategies	In Progress	Due 1/29/2016
Principals will monitor teacher use of strategies taught during PD and provide feedback to teachers once a month. Monitoring will occur so that all classrooms are continuously monitored beginning in 2014-2015.		
Curriculum meetings- EL focus	Completed	Due 6/30/2015
Teacher meetings will include information on providing access to the core curriculum for EL students		

ACTION STEP Develop and implement ELA/ELD CCSS aligned benchmarks

ELD teachers will develop ELA/ELD CCSS aligned benchmarks to monitor EL student progress

Status	Completed 03/24/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2015	Budgeted	\$1,300.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies-Language Arts/ELD

ACTION STEP Develop and implement ELA/ELD CCSS aligned benchmarks

TASKS 0 of 1 Complete

1. ELD teachers will develop ELA/ELD CCSS aligned	In Progress	Due 9/30/2014
Benchmarks will be developed in order to monitor EL student progress		Mayra Perez (LEA)

ACTION STEP Intervention for EL students not making adequate progress

ELD/ELA benchmarks will be used to identify students not making adequate progress in ELD/ELA.

Status	In Progress 04/14/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2014	Budgeted	\$10,500.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 2 Complete

Intervention for EL students	In Progress	Due 9/30/2014
Read 180/System 44 is currently being offered as a replacement course at GHS and JMS students not making adequate progress in ELD.		Mayra Perez (LEA)
Intervention	In Progress	Due 9/8/2014
Read 180/System 44 will be offered in addition to the ELA core for students in grades 4-5 for EL students not making adequate progress in ELA.		Mayra Perez (LEA)

STRATEGY Instructional Strategies- Mathematics

Teachers will incorporate the following strategies to build on EL language proficiency during mathematics: emphasis on academic language, content and language objectives, and standards-based instruction, and RTI.

Filing Cabinet Count	0	Budgeted	\$34,200.00
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ACTION STEP CCSS-based instruction and RTI

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies- Mathematics

ACTION STEP CCSS-based instruction and RTI

Teachers will use the CCSS to plan Math lessons that support English Learners. The LEA's RTI plan will be used to support ELs in need of Math intervention

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 2 Complete

Grade-level and department meetings	In Progress	Due 9/29/2014
Grade-level and department meetings		Mayra Perez (LEA)

Performance Task revision	In Progress	Due 6/30/2014
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CCSS aligned Writing performance tasks will be discussed and revised at grade level meetings. Differentiation of performance tasks for EL students will be included in the conversations.

ACTION STEP Academic Language Development

Teachers will use SDAIE and or GLAD methodology in CCSS aligned lessons to support English Learners and to differentiate instruction.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015	Budgeted	\$5,200.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies- Mathematics

ACTION STEP Academic Language Development

TASKS 1 of 2 Complete

SDAIE/GLAD focused peer observations	In Progress	Due 6/5/2015
Teachers will observe peers at similar gr levels/ assignments, using the district designed observation protocol. JMS will include GLAD in their observation protocol. Observations will take place 2x/yr and include SAs, teachers and district staff.		Mayra Perez (LEA)
Curriculum meetings- EL focus	Completed	Due 9/8/2014
Teacher meetings will include information on providing access to the core curriculum for EL students.		Mayra Perez (LEA)

ACTION STEP Math intervention for EL Students

Math benchmarks will be used to identify students not making adequate progress in math.

Status	In Progress 03/24/2015	Filing Cabinet Count	0
Start-End Dates	10/10/2014 - 06/05/2015	Budgeted	\$16,000.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 2 Complete

Math Intervention for EL students.	In Progress	Due 6/5/2015
1.A math clinic will be offered to EL students not making adequate progress in math grades (6-12).		Mayra Perez (LEA)
Math Intervention for EL students	In Progress	Due 6/5/2015
1. After school math intervention will be provided to students in grades 1-5 not making adequate progress in math.		Mayra Perez (LEA)

ACTION STEP Differentiated Instruction for EL Students

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Instructional Strategies- Mathematics

ACTION STEP Differentiated Instruction for EL Students

Teachers will differentiate math instruction for EL students based on language and content needs. GLAD strategies will also be incorporated in math lessons.

Status	In Progress 04/09/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2014	Budgeted	\$13,000.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 4 Complete

<p>EL focused collaboration-differentiating instruction</p> <p>Grade-level and Math department meetings will include differentiating instruction for ELs as a focus of collaboration three times per school year. Teachers will learn how to select academic math vocabulary for instruction.</p>	<p>Not Begun</p>	<p>Due 9/30/2014</p> <p>Mayra Perez (LEA)</p>
<p>District Monitoring form</p> <p>District will provide monitoring forms to administrators to measure teacher use of ELA/ SDAIE/ GLAD strategies taught. The form will be revised in collaboration with SAs.</p>	<p>Not Begun</p>	<p>Due 9/8/2014</p> <p>Mayra Perez (LEA)</p>
<p>Principals monitor ELD support strategies</p> <p>Principals will monitor teacher use of strategies taught during PD and provide feedback to teachers once a month. Monitoring will occur so that all classrooms are monitored continuously.</p>	<p>In Progress</p>	<p>Due 9/8/2014</p> <p>Mayra Perez (LEA)</p>
<p>Principals used monitoring data to recommend teacher PD</p> <p>Principals will recommend which teachers will need coaching and procure coach from district on a quarterly basis, using data gathered from the monitoring forms.</p>	<p>Not Begun</p>	<p>Due 9/29/2014</p> <p>Mayra Perez (LEA)</p>

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GOAL Goal 2D: High Quality Professional Development

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

By June 2016 100% of teachers, administrators and secondary counselors will have received current PD on research-based strategies that are targeted to support academic language development in Language Arts, ELD and Mathematics, aligned with the CCSS and focused on differentiation and intervention for English Learners.

Filing Cabinet Count	28	Budgeted:	\$117,967.00
Resources and state requirements for this goal Available	1	Actual:	\$32,100.00

STRATEGY II-SIG 14: Professional Development

1. Develop and implement a professional development plan focused on the CCSS, SDAIE methodology and intervention strategies for teachers in order to strengthen the instructional program for EL students.

Filing Cabinet Count	0	Budgeted	\$117,967.00
		Actual	\$32,100.00

ACTION STEP Develop and implement a PD plan for teachers

Incorporate a professional development plan for all K-12 teachers that addresses the needs of EL students, with the goals of CCSS implementation in Reading/ language arts, Math, and ELD. SDAIE/ GLAD, and RTI will be priority methodologies in the plan.

Status	In Progress 04/09/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 06/01/2015	Budgeted	\$47,780.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY II-SIG 14: Professional Development

ACTION STEP Develop and implement a PD plan for teachers

TASKS 0 of 4 Complete

Coordinate training of ELD core material and supplemental materials	Not Begun	Due 5/22/2015
TOSAs will train all ELD teachers in ELD CCSS aligned core and supplemental materials approved by the Governing Board during grade level meetings/department meetings twice a year for a three hours.		Mayra Perez (LEA)
TOSAs and site administrators will train all teach	In Progress	Due 6/5/2015
TOSAs will train teachers on collaboration protocols that lead to student data discussions, data-driven instructional decisions, and sharing of research-based practices for 6 hours school year.		Mayra Perez (LEA)
CCSS ELD Standards training	In Progress	Due 10/20/2014
ELD Standards- All Teachers responsible for ELD instruction and all Site Administrators will be provided specific training on the 2012 CCSS ELD Standards and CCSS ELA/ELD alignment during the 2014-2015 school year.		Mayra Perez (LEA)
Equity and access training	In Progress	Due 6/5/2015
TOSAs will train teachers on collaboration protocols that lead to student data discussions, data-driven instructional decisions, and sharing of research-based practices for two hours after school two times per year.		Mayra Perez (LEA)

ACTION STEP Provide training for intervention teachers

TOSAs will train all teachers hired for or assigned to intervention positions in program goals and research-based strategies, including the use of SDAIE methodology and data analysis for formative assessment during the 2014-2015 school year.

Status	In Progress 04/09/2015	Filing Cabinet Count	0
Start-End Dates	09/15/2014 - 04/27/2015	Budgeted	\$1,920.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY II-SIG 14: Professional Development

ACTION STEP Provide training for intervention teachers

TASKS 1 of 3 Complete

Implement Intervention PD TOSAs will train all intervention teachers during the summer and at monthly meetings for a total 15 hours.	In Progress	Due 5/25/2014 Mayra Perez (LEA)
Aeries Database training Data Analysts will provide training to SAs and teachers on Aeries District Database for identification of struggling students and tracking of strategic and intensive interventions for ELs during the 2014-2015 school yr for a total of 5 hours.	Not Begun	Due 9/28/2014 Mayra Perez (LEA)
K-6 ELA Book Club ELA/TOSAs will facilitate book clubs for ELD teachers in the area of differentiated literacy instruction for teachers. The meetings will take place over a 6 week period for a total of 8 hours.	Completed	Due 6/5/2014 Mayra Perez (LEA)

ACTION STEP Develop and implement an EL PD plan for secondary

Develop a district-wide PD plan for all 6-12 counselors that addresses the needs of EL students, with the goals of CCSS implementation, SDAIE methodology and RTI as priorities. Consider the unique role counselors play in placing and guiding EL students. Four meetings will be scheduled throughout the school year.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	05/18/2014 - 10/31/2014		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY II-SIG 14: Professional Development

ACTION STEP Develop and implement an EL PD plan for secondary

TASKS 0 of 2 Complete

Secondary Counselor EL Training	Not Begun	Due 9/30/2015
For 6-12 counselors, TOSA will provide training on ELD course placement, monitoring EL student progress, and access to the core curriculum for four hours.		
EL Data Analysis Training	In Progress	Due 9/30/2015
For 6-12 counselors, TOSA will provide training on how to use and interpret CELDT data, district reclassification and EL monitoring criteria and parent protocols for four hours.		

ACTION STEP Develop and implement an EL PD plan for site admin

Develop a district-wide PD plan for all K-12 site administrators that addresses the needs of EL students, with the goals of CCSS implementation, SDAIE methodology and RTI as priorities. The PD plan will be implemented on professional development days and during department/ grade level meetings.

Status	In Progress 04/10/2015	Filing Cabinet Count	0
Start-End Dates	05/18/2014 - 10/31/2014	Budgeted	\$68,267.00
Tags	T3Y4	Actual	\$32,100.00
Persons Responsible	Mayra Perez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY II-SIG 14: Professional Development

ACTION STEP Develop and implement an EL PD plan for site admin

TASKS 0 of 4 Complete

<p>Train School Administrators to analyze EL student</p>	<p>In Progress</p>	<p>Due 10/31/2014</p>
<p>Director of Special Projects will train site administrators on collaboration protocols that lead to student data discussions, data-driven instructional decisions, and sharing of research-based practices during a 3 hour workshop.</p>		
<p>Train School Administrators on how to monitor EL s</p>	<p>In Progress</p>	<p>Due 1/30/2015</p>
<p>Principals will receive PD on EL strategies and on how to monitor and provide feedback to teachers from the Assistant Superintendent of Educational Services and personal executive coaches during the 2014-2015 school year for a period of three hours.</p>		
<p>Train school administrators on how to identify EL</p>	<p>In Progress</p>	<p>Due 10/3/2014</p>
<p>Administrators will be trained on how to conduct walk-throughs to monitor implementation of ELD instruction and strategies from the Assistant Sup of Ed Services and personal exec coaches during the 2014-2015 school yr for a total of three hours.</p>		
<p>Train school administrators on how to identify EL</p>	<p>In Progress</p>	<p>Due 10/3/2014</p>
<p>Administrators will be trained on how to conduct walk-throughs to monitor implementation of ELD instruction and strategies from the Assistant Sup of Ed Services and personal exec coaches during the 2014-2015 school yr for a total of three hours.</p>		

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GOAL Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners.

By June of 2016 the LEA will improve and increase parent outreach strategies so that 50% of parents of EL students are active participants in the education of their children as measured by sign-in sheets and surveys.

Filing Cabinet Count	32	Budgeted:	\$84,000.00
Resources and state requirements for this goal Available	1	Actual:	\$43,800.00

STRATEGY Promote Involvement of Parents of EL students

Filing Cabinet Count	0
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STRATEGY Promote the involvement of parents and community m

Community liaisons as well as other school staff will improve outreach strategies to increase participation of parents of ELs in school events.

Filing Cabinet Count	0	Budgeted	\$84,000.00
		Actual	\$43,800.00

ACTION STEP Increased participation of parents of ELs

1. Community Liaisons promote parent involvement by making personal calls to parents of our EL students regarding school events.

Status	In Progress 04/10/2015	Filing Cabinet Count	0
Start-End Dates	02/24/2014 - 05/15/2015	Budgeted	\$84,000.00
Tags	T3Y4	Actual	\$43,800.00
Persons Responsible	Mayra Perez		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Promote the involvement of parents and community m

ACTION STEP Increased participation of parents of ELs

TASKS 0 of 4 Complete

Increased participation of parents of ELs.	In Progress	Due 6/15/2015
1.Parent outreach about school events by community liaisons. Flyers and/or phone calls will notify parents about school events.		Mayra Perez (LEA)
Increased participation of parents of ELs.	In Progress	Due 5/25/2015
2.School sites will plan events for parents of EL students to assist families in supporting their child’s education. Schools will plan parent events at varying times in the week and during the day to increase parent participation.		Mayra Perez (LEA)
Increased participation of parents of ELs.	In Progress	Due 6/5/2015
3.School sites personnel in collaboration with community liaisons will promote school events and parent education to the families of EL students.		Mayra Perez (LEA)
Increased participation of parents of ELs.	In Progress	Due 6/5/2015
4.School sites personnel will collect sign-in sheets and tabulate the participation of EL parents to determine if there is an increase or decrease.		Mayra Perez (LEA)

ACTION STEP Parent Education on CCSS and SDAIE

Site and district staff will coordinate parent outreach events to support district EL goals: CCSS implementation, SDAIE methodology, intervention, A-G requirements, and AP /Honors courses.

Status	In Progress 12/22/2014	Filing Cabinet Count	0
Start-End Dates	03/03/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Promote the involvement of parents and community m

ACTION STEP Parent Education on CCSS and SDAIE

TASKS 0 of 4 Complete

Parent Education and Outreach	In Progress	Due 6/5/2015
Provide EL parent education on CCSS and Smarter Balanced. Include opportunities to take practice assessments or attempt performance tasks. TOSAs will facilitate two workshops per school site. Each workshop will last approximately 90 mins and translated.		Mayra Perez (LEA)
Parent Education and Outreach	In Progress	Due 6/5/2015
1.Information of CCSS and Smarter Balanced in Spanish and Chinese languages will be posted on the district website.		Mayra Perez (LEA)
Parent Education and Outreach	In Progress	Due 6/5/2015
2.Student intervention education for parents		Mayra Perez (LEA)
Parent Education and Outreach	In Progress	Due 6/5/2015
3.Workshop on A-G requirements and AP/Honors classes.		Mayra Perez (LEA)

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GOAL Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner.
 By June 2016 the LEA will provide all information required by Title III accountability status to 100% of the parents of ELs in a language parents can understand.

Filing Cabinet Count	3	Budgeted:	\$940.00
Resources and state requirements for this goal Available	1		

STRATEGY Parental Notification of EL Placement and Programs

STRATEGY Promote the Involvement of Parents of EL Students

STRATEGY Parental Notification of English learner placement

The LEA will provide all EL parents timely notification of EL programs, placement assessments and progress in a language parents can understand.

Filing Cabinet Count	0	Budgeted	\$940.00
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ACTION STEP Written Parent Notifications

Parents of EL students will receive timely notification of all matters pertaining to EL students and of Title III PI status

Status	In Progress 04/10/2015	Filing Cabinet Count	0
Start-End Dates	12/12/2014 - 06/05/2015	Budgeted	\$500.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

GOAL Goal 2F: Parental Notification

STRATEGY Parental Notification of English learner placement

ACTION STEP Written Parent Notifications

TASKS 0 of 3 Complete

1. Program Placement Letters	In Progress	Due 6/30/2015
Parents will receive a letter annually from the LEA describing the program placement and assessment results for their student within 30 days of the beginning of school.		
2. Title III Accountability Status	In Progress	Due 6/30/2015
EL parents will receive notification of Title III Accountability status. EL parents will receive notification about Title III Program Improvement Plan updates and progress within 30 days of district notification by CDE.		
Grade Report Mailings	In Progress	Due 6/30/2015
At the end of each grading period parents of EL students will receive information about EL progress on the student report card		

ACTION STEP Parent Information Meetings

Parent meeting will be held at sites to communicate EL program information

Status	Completed 04/10/2015	Filing Cabinet Count	0
Start-End Dates	09/30/2014 - 06/05/2015	Budgeted	\$440.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 1 Complete

1. Annual Site EL Parent	In Progress	Due 6/5/2015
The LEA will ensure that an annual meeting will be held at each school site to inform parents about EL programs, assessments and the reclassification process.		

San Gabriel Unified - 19752910000000

GOAL Goal 2G: Services for Immigrant Students

By June 2016, 80% of immigrant students and their families will participate in the Immigrant Family Literacy Program.

Filing Cabinet Count	1	Budgeted:	\$41,160.00
Resources and state requirements for this goal Available	1	Actual:	\$19,600.00

STRATEGY Coordinate and Implement a family literacy program

Coordinate and implement a family literacy program for immigrant ELs and their parents based on research-validated practices.

Filing Cabinet Count	0	Budgeted	\$41,160.00
		Actual	\$19,600.00

ACTION STEP Develop and implement an outline for family lit program

ELA and EL TOSAS will develop a 5 week program outline for the family literacy program based on current research.

Status	In Progress 04/10/2015	Filing Cabinet Count	0
Start-End Dates	04/14/2014 - 06/30/2015	Budgeted	\$7,560.00
Timeline Notes	Program will repeat in 5 week cycles as parent interest and site availability allows.		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

GOAL Goal 2G: Services for Immigrant Students

STRATEGY Coordinate and Implement a family literacy program

ACTION STEP Develop and implement an outline for family lit program

TASKS 0 of 3 Complete

Develop and implement the program	Not Begun	Due 9/30/2014
The five literacy classes will be held at our high priority campuses (PI schools) Roosevelt and McKinley. These classes will take place in the morning immediately following student drop-off		
		Mayra Perez (LEA)

Collect feedback data	Not Begun	Due 12/19/2014
At the conclusion of the literacy classes the participants will be asked to complete a survey to provide facilitators with feedback on the classes. This will also be an opportunity to identify other needs the families may have in the area parent ed.		
		Mayra Perez (LEA)

3. Collect participation data	Not Begun	Due 12/19/2014
Sign-in sheets and agendas will be collected to track EL parent participation.		
		Mayra Perez (LEA)

ACTION STEP Purchase and distribute supporting literacy materials

Relevant books and instructional materials will be purchased for the parent literacy classes.

Status	Not Begun 10/10/2014	Filing Cabinet Count	0
Start-End Dates	07/31/2014 - 06/05/2015	Budgeted	\$33,600.00
Tags	T3Y4	Actual	\$19,600.00
Persons Responsible	Mayra Perez		

TASKS 0 of 1 Complete

1. Instructional materials for literacy classes.	Not Begun	Due 12/19/2014
Purchase take-home materials and other instructional supplies to reinforce literacy activities from the program.		
		Mayra Perez (LEA)

San Gabriel Unified School District

Performance Goal 3: *By 2015-2016, all students will be taught by highly qualified teachers.*

Planned Improvement for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>1) The district’s site leadership, grade level teams, and the district professional development team, will conduct yearly professional needs assessment of teachers and principals in relation to criteria for highly qualified teachers and trends in data on formative and summative assessments of students’ progress in relation to State content and academic achievement standards.</p> <p>2) School and district professional development goals will be created to assist district staff in effectively moving all students to mastery of content standards for all students.</p> <p>3) Professional development activities will be designed and selected based on staff needs in relation to student achievement results.</p> <p>4) Each grade level articulates at their site and district level regarding student achievement and remediating the gaps. At both the secondary and elementary grade levels, departments meet regularly to discuss student work and its alignment with standards.</p>	<p>1-3) Asst Superintendent of Educational Services and of Human Resources, Site Leadership, Principals & Teachers - Ongoing</p> <p>4) Asst. Sup. of Educational Services, , Principals, Department Chairs, Teachers/ongoing</p>	<p>1-3) Substitutes, Hourly pay for after-school meetings for teachers & Data Director</p> <p>4) Hourly pay for extra hours/ summer</p>	<p>1-3) \$10,000</p> <p>4) \$10,000</p>	<p>1-3) Title II</p> <p>4) Title II</p>

5) Curriculum mapping has been done at all grade levels and is reviewed and revised annually.	5) Teachers/ ongoing	5) Teacher hourly pay	5) \$8,000	5) Title II
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San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>1) The district personnel will continue to review research on professional development activities that will assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards.</p> <p>2) District committees will continue to pay special attention to those topics that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups.</p> <p>3) They will design professional development that is current and related to new Common Core State Standards (CCSS).</p> <p>4) The standards-based professional development will focus on improving student achievement with a focus on GATE, EL, SPED, SED, and underperforming students as identified in the achievement gap.</p> <p>5) Professional development resources will be concentrated where they are needed most with successful teachers and principals serving as coaches.</p>	<p>1-5) Asst Superintendent of Educational Services and of Human Resources, District Committee, Principals & Teachers - Ongoing</p>	<p>1-5) Substitutes, Hourly pay for after-school meetings for teachers</p>	<p>1-5) \$10,000</p>	<p>1-5) Title II</p>

San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>1) In designing and then assessing the formative impact of the professional development (PD) plan, district personnel and site leadership will concentrate on the following areas:</p> <ul style="list-style-type: none"> · How well does the PD focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments? · To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? · How well do selected PD resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, other numerically significant subgroups)? <p>2) Professional development will be ongoing with opportunities to apply the skills learned and to participate in follow-up activities and coaching.</p> <p>3) San Gabriel Unified School District is the Local Education Agency (LEA) for the BTSA Induction Program with Formative Assessment activities and coaching.</p>	<p>1) Asst Superintendent of Educational Services, Principals & Teachers - Ongoing</p> <p>2) Principals, Teachers, Substitutes/ongoing</p> <p>3) Asst Superintendent of Educational Services and of Human Resources, Support Providers, Participating Teachers – Ongoing</p>	<p>1) Substitutes, Hourly pay for after-school meetings for teachers on the committee</p> <p>2) Substitutes, Hourly pay</p> <p>3) Stipends, Hourly pay, Substitute costs</p>	<p>1) \$10,000</p> <p>2) 15,000</p> <p>3) 22,000</p>	<p>1) Title II</p> <p>2) Title II</p> <p>3) Title II In-Kind</p>

San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities through other Federal, State, and local programs:</p> <ol style="list-style-type: none"> 1) Professional Learning opportunities will be selected based on the needs of administrators as identified in the needs assessment. 2) Due to an increased emphasis on closing the achievement gap, both new and veteran administrators benefit from coaching and mentoring as they are the instructional leaders. Coaching and mentoring will be provided to beginning administrators (those within the first two years on the job). 3) The district personnel and Site Leadership will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. 4) Activities will be designed to help teachers integrate standards-based curriculum (including CCSS), instructional strategies, assessment and understanding of the strengths and needs of the student populations in their classes. 	<p>1-4) Asst. Sup. of Educational Services, Asst. Sup of Human Resources, Principals, Teachers/On-going</p>	<p>1-4) ACSA & LACOE (Registration fees & Contracted Services)</p> <p>1-4) Hourly pay for work done after hours by teachers & Consultant Contracts</p>	<p>1-8) \$15,000</p>	<p>1-8) Title II</p>

San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ol style="list-style-type: none"> 1) The identified needs of school administrators focus on the needs of students and the ability to increase student learning. 2) CCSS Professional Development activities will be directly related to a Needs Assessment after awareness building has begun. 	<p>1-3) Asst Sup of Educational Services, Program Administrators &</p>	<p>1-3) Principal Meetings</p>	<p>1-3) \$3,000</p>	<p>1-3) LCFF</p>

<p>3) Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district.</p> <p>4) Teachers and administrators will develop a procedure for the effective use of collaboration time focused on coordinating the teaching and assessing of key/essential standards in the strands/subject matter areas which indicate most need of improvement.</p> <p>5) Teacher and administrator's collaboration time will focus on reviewing/refining benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on.</p> <p>6) Professional Development Days will focus on effective implementation core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement or implementation, including CCSS.</p>	<p>Principals</p> <p>4 -5) Teachers & Principals – Staff Meetings - ongoing</p> <p>6) Asst Sup of Educational Services, Principals & Teachers - 3 days each year</p>	<p>4-5) N/A</p> <p>6) Teacher hourly pay for after school work, Consultants, materials & supplies</p>	<p>4-5) N/A</p> <p>6) \$7,000</p>	<p>4-5) N/A</p> <p>6) Title II</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds receive under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>1) The district personnel and site leadership will ensure that technology-related professional development is linked to other district and school professional development activities, including CCSS.</p> <p>2) Professional development will address staff needs in assisting all students to meet or exceed State academic achievement standards and are aligned with the District Improvement Technology Plan.</p>	<p>1-2) Asst Sup of Educational Services, Director of Technology, Principals & Teacher/Ongoing</p>	<p>1-2) Teacher hourly pay for after school work, EADMS, Promethean Boards, Consultants</p>	<p>1-2) \$7,000</p>	<p>1-2) Title II</p>

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology.</p> <p>1. Technology plan is reviewed and changes are made as needed to insure implementation.</p> <p>2. Upgrading infrastructure is being done with each site to insure that speed and transferability of information is observed.</p>	<p>1) Director of Technology – yearly</p> <p>2) Director of Technology, & Principals Ongoing</p>	<p>1) Staff</p> <p>2) Services and Supplies</p>	<p>1) \$6,000/ annually</p> <p>2) \$10,000/ annually</p>	<p>1) LCFF</p> <p>2)LCFF</p>

<p>3. Staff is trained to use AERIES and EADMS, which insures that all staff has access to student data.</p>	<p>3) Asst Sup of Educational Services, Program Administrators, Director of Technology, Principals & Teachers Ongoing</p>	<p>3) Licenses, Consultants, Teacher hourly pay</p>	<p>3) \$10,000 annually</p>	<p>3) LCFF</p>
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San Gabriel Unified School District

<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>1) Site leadership committee is comprised of the Principal, Assistant Principal, and grade level or department representatives.</p> <p>2) The School Site councils are comprised of the Principal, Assistant Principal, parents, other staff, and community members. With input from site English Language Advisory Committees, the site committees have input into professional development activities and plans.</p> <p>3) District personnel conduct an annual needs assessment and develop professional development goals in the following areas:</p> <ul style="list-style-type: none"> · Improving principals' and teachers' knowledge and skills in standards-based instruction. · Building organizational support for improved teaching and learning · Promoting teachers' and principals' use of knowledge and skills to improve student achievement · Developing professional development activities and strategies to accomplish goals · Monitoring the effectiveness and support of activities and 	<p>1-2) Asst Superintendent of Educational Services and of Human Resources, Principals, Teachers & Parents Ongoing</p> <p>3) Asst Sup of Educational Services, Principals & Teachers - Yearly</p>	<p>1) Teacher hourly pay for after school meetings</p> <p>3) Stipends for department chair, Teacher hourly pay</p>	<p>1) \$5,000</p> <p>3) \$5,000</p>	<p>1) LCFF</p> <p>3) Title II, LCFF</p>

adjusting as needed.

San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to: <i>1) Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency, 2) Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn, 3) Involve parents in their child's education, and 4) Understand and use data and assessments to improve classroom practice and students learning.</i></p> <p>1) Provide teacher collaboration time to focus on key/essential standards and joint review of student work and of recording and evaluating student achievement data.</p> <p>2) Provide Professional Development Days with a focus on practicing core research-based practices used in the standards-based materials in the subject matter areas, also includes planning for addressing diverse students needs, student behavior management, and working with families.</p> <p>3) Professional Development opportunities will provide key focus on differentiating instruction to meet the needs of all learners in the classroom.</p> <p>4) Professional Development opportunities will provide information on communicating student needs with parents and building a partnership of shared goals for the student.</p> <p>5) Professional Development opportunities have included the opportunity for teachers to serve on the Common Core and RTI advisory committees that follow the Trainer of Trainer Models to deliver the Common Core and RTI professional development.</p>	<p>1) Teachers/once each month</p> <p>2) Teachers/3 days each year</p> <p>3) Teachers/annually</p> <p>4) Principals/ongoing</p> <p>5) Asst Sup of Educational Services, Principals & Teachers - Yearly</p>	<p>1) None</p> <p>2) Teacher hourly pay, Consultant, Materials & Supplies</p> <p>3) Teacher hourly pay</p> <p>4) Teacher hourly pay</p> <p>5) Teacher hourly pay</p>	<p>1) None</p> <p>2) \$5,000</p> <p>3) \$5,000</p> <p>4) \$3,000/year</p> <p>5) \$33,098</p>	<p>1) None</p> <p>2) Title II</p> <p>3) Title II, Title I</p> <p>4) Title II, Title I</p> <p>5) Title II</p>

San Gabriel Unified School District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>1) The district is the Local Educational Agency (LEA) for the San Gabriel Valley Consortium (SGVC) in providing direction for the BTSA Induction Program. As part of SB2042, each district within the consortium will recommend their teachers for their clear credential. The district will continue seeking partnerships with Institutions of Higher Education (IHE). IHE partners will be selected because of their expertise in standards-based practice with the student populations in our schools.</p>	<p>1) Asst Sup. of Education Services, Support Provider, & Participating Teachers</p>	<p>1) Support Provider stipend (SGUSD) and substitute days</p>	<p>1) \$22,000 for SP Stipends and Substitutes</p>	<p>1) Title II In-Kind</p>

Performance Goal 4: All Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

STRENGTHS	NEEDS
<p>1) Plan The district has a clearly developed Educational Master Plan and Local Control Accountability Plan for the continued growth of a positive school learning environment. Response To Intervention (RTI) and addressing bullying in all of its forms have become two priorities within the District.</p> <p>2) Policy The district has the following enforced policies:</p> <ul style="list-style-type: none"> • Tobacco Free Policy • Drug Free Policy • Gun Free Policy • Discipline Policy • Dress Code • Code of Conduct • Bullying/Cyberbullying Prevention Policy • Attendance policy <p>3) Procedures There is a clear set of emergency procedures and opportunities for practice drills. A districtwide earthquake drill was held in October.</p> <p>4) Administrative Support Administrators and staff support and promote the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement. A student and parent bullying survey is being conducted this year. The results are being used to improve school climate and safety.</p> <p>5) Parent Notification Parents are provided with regular information about rules, responsibilities, and procedures for discipline and behavioral problems through the first day packets, student handbooks, school web sites, newsletters, and school accountability report cards. Oral and written translations are available in Chinese and Spanish.</p>	<p>3) Procedures There is a need to practice and refine district-wide communications in the event of a widespread disaster.</p> <p>4) Administrative Support There is a need to continually work to maintain an environment that is physically and emotionally safe for all students.</p>

STRENGTHS	NEEDS
<p>6) Intervention Process The Student Study Team process is in place to identify truancy; provide early intervention through community based organizations, counselors, nurses; and provide ongoing services to students and their families. Other systems in place are School Attendance Review Team (SART) at the site level and School Attendance Review Board (SARB) at the district level.</p> <p>7) Physical Environment The physical environment is well maintained, classrooms have been modernized to facilitate learning. New construction is under way at several school sites. An oversight committee monitors the modernization and construction plans and their implementation.</p> <p>8) Positive School Climate There are a wide variety of programs and activities that foster a positive school climate at school sites. The programs and activities have been held with good success throughout the district.</p> <p>9) Safe School Plans Each school has recently attended training to redevelop and revise their Safe School Plan. The plan is updated and approved by the School Site Council annually.</p> <p>10) Parent/Community Involvement Parents and Community members participate as members of various site and District committees and voluntarily support schools in program activities such as Fall Festivals, school-wide networks, school PTA groups and school-based volunteer programs.</p> <p>11) Data Analysis Data, such as suspension data, expulsion data and bullying survey results are examined by the District and school sites to refine and improve programs.</p>	<p>6) Intervention Process There is a need to fully implement a district-wide RTI program to consistently and systematically address student academic and behavior intervention needs.</p> <p>10) Parent/Community Involvement More parent volunteers are needed to serve on committees and connect families with the school community.</p>

STRENGTHS	NEEDS
<p>12) Staff Development New teachers and those designated by their site administrators attend workshops, as funding allows, to develop positive classroom management skills as part of the teacher professional development program. All district teachers participated in bullying awareness training, changes to bullying law training and Active Shooter training.</p> <p>13) Positive Youth Development A Peer Counseling Program is in place at both Gabrielino High School and Jefferson Middle School. Elementary schools have implemented various programs such as <i>Peace Patrol</i>, <i>Peace Builders</i>, <i>2nd Step</i>, <i>Debug</i> and <i>40 Developmental Assets</i> programs to support students.</p> <p>14) Evaluation Data is shared and reviewed with school sites every year in order to refine and improve programs. Bullying surveys are being conducted this year at all school sites.</p>	<p>12) Staff Development Ongoing staff development is needed for teachers in grades K-12 to develop a deep understanding of Common Core State Standards, improve instructional practice and build collaborative skills. Staff development is also needed to effectively implement RTI throughout our schools.</p> <p>13) Positive Youth Development There is a need to develop a school-wide Positive Behavior Support program at all schools. There is also a need to train new teachers in existing programs to maintain a unified approach to development.</p> <p>14) Evaluation Data needs to be reviewed at sites regularly and strategies/practices need to be put in place to address areas of need.</p>

Environments Conducive to Learning (Activities):

ACTIVITIES
<ol style="list-style-type: none"> 1. The district has established and is implementing an effective approach to preventing and addressing bullying that creates and maintains an environment that is physically and emotionally safe for students. 2. School sites will conduct ongoing staff development for certificated and classified staff to effectively address anti-bullying policy. 3. The district will conduct a district-wide emergency drill to help prepare for the possibility of a widespread disaster. 4. Schools will work with parents to connect parent volunteers to service and areas of need at school sites. 5. Additional links will be made with private mental health agencies in order to provide services at schools and for referral to low/no cost services in the community. 6. A broad range of after-school programs will operate within the district that engage and support students – these include homework centers, intervention programs, tutoring, athletic activities, drama, music, journalism, and site-based enrichment activities.

7. The district will continue to explore alternative funding opportunities to sustain the current Marriage and Family Therapy Intern Counseling Program.
8. The Student Study Team process will continue to be refined and will include linkages with local community based organizations to provide services for student needs.

Needs and Strengths Assessment (4115 (a) (1) (A)):

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1) All elementary schools have implemented <i>2nd Step</i> and <i>40 Developmental Assets</i> character development programs. 2) All school sites have developed and administered a bullying survey for students and parents. 3) Del Mar High School has started a tobacco cessation program for all students. 4. The district has started <i>Brief Intervention for Substance Using Adolescents</i>, a counseling intervention to address student issues with alcohol and/or substance use. 5) All school sites participated in <i>Active Shooter</i> training in June 2012. 	<ol style="list-style-type: none"> 1) There is a need to train new staff and retrain existing staff to effectively utilize these programs. 2) There is a need for continued work with anti-bullying programs at all schools. 3) The district needs to continue collaboration with local law enforcement and community based organizations to support students.

GOAL **Goal 5A: Increase Graduation Rates**

STRATEGY **Increase enrollment of EL students, in credit required courses**

ACTION STEP **Credit recovery.**

TASKS 0 of 5 Complete

Ensure access to core graduation required courses	In Progress	Due 6/30/2015
1.Counselors adhere to updated LEA policy on EL student placement.		Mayra Perez (LEA)
Increase graduation rate.	In Progress	Due 6/30/2015
2.Lower students to counselor ratio to monitor EL students and track progress toward graduation. Counselors will meet with EL students three times per year.		Mayra Perez (LEA)
Increase graduation rate.	Not Begun	Due 6/30/2015
3.EL students will develop a four year plan (Blue Print) utilizing the Naviance Student Information System. Based on a personal inventory of interested students will receive information about college programs and entrance requirements.		Mayra Perez (LEA)
ELstudents tracking	Not Begun	Due 12/18/2015
4.Counselors will track High School EL students' credit three times a year.		Mayra Perez (LEA)
Credit recovery	Not Begun	Due 6/30/2015
EL students will be given priority access to graduation recovery requirements during summer school and through the APEX on-line program		Mayra Perez (LEA)

GOAL Goal 5B: Decrease Dropout Rates

By June 2015, the English learner dropout rate will decrease from 13.2% to 8%.

STRATEGY Decrease Dropout Rate of All Students

STRATEGY Increase the graduation rate of EL students

A variety of strategies will be implemented to monitor and increase the participation rate of EL students in graduation required courses.

ACTION STEP Decrease dropout rate for EL students

Educational Services will review update criteria for EL high school placement.

Status	In Progress	01/14/2015	Filing Cabinet Count	0
Start-End Dates	06/02/2014 - 08/08/2014			
Tags	T3Y4			
Persons Responsible	Mayra Perez			

TASKS 0 of 3 Complete

Decrease the dropout rate for EL	In Progress	Due 6/30/2014
1. Updated placement criteria will be provided to GHS counselors and administration to assist with placement of EL students.		
Decrease the dropout rate of EL	In Progress	Due 6/30/2015
2. Counselors will place and track EL students utilizing the updated placement criteria.		
Decrease dropout rate for EL	In Progress	Due 6/30/2015
3. EL students will be provided with access to college preparatory program in all core academic areas each semester.		

GOAL Goal 5B: Decrease Dropout Rates

STRATEGY Increase the graduation rate of EL students

ACTION STEP Increase enrollment of EL students in AP classes

Site Administrators review and monitor EL enrollment in AP and honors courses.

.....
Status Not Begun 05/22/2014 Filing Cabinet Count 0
Start-End Dates 08/25/2014 - 06/15/2015
Tags T3Y4
Persons Responsible Mayra Perez
.....

TASKS 0 of 1 Complete

.....
Increase enrollment of EL students in AP classes Not Begun Due 10/1/2014
1.AP/ Honors Committees Meet to Review and Monitor Student Mayra Perez (LEA)
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District Name: San Gabriel Unified

CD Code: 19-75291

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Specific Academic Problems of Low Achieving Students (subgroups that failed to meet AYP targets):

San Gabriel Unified was identified for Program Improvement because all grade span groups did not meet the AYP Annual Measureable Objectives (AMOs) district-wide for two consecutive years in ELA and Math. Specifically, the English Learner (EL) Subgroup, the Hispanic Subgroup, and the Socially-Economically Disadvantaged (SED) Subgroup have not met the ELA AMOs for the last four years. The Hispanic Subgroup is the most under-performing of these three subgroups and the following percentage of Hispanic students are also part of the English Learner or SED subgroups: 30% of our Hispanic subgroup are also English Learners and 68% of the Hispanic subgroup are also SED.

Evaluation of the LEA Plan and Survey Analysis Revealed:

The prior LEA plan was carried out as written, as were subsequent updates, and the plan did produce API and AYP gains but not at the rate sufficient to keep up with rapidly rising targets. In addition, budget cuts resulted in increased class size and reduced extended learning time. Furthermore, the transition to the Common Core State Standards (CCSS) has led us to revisit our research-based best practices, revise our current pacing and assessments, and invest in new materials as needed, but significantly more work needs to be done in this area. Through the review of the APS, DAS, ISS, and ELSSA the following fundamental areas of teaching and learning needs were identified by the district/school leadership team:

- Lack of teacher collaboration time at elementary and middle school levels
- Inconsistent use of research-based practices of differentiated instruction and intervention
- Inconsistent monitoring of effective instruction and intervention
- Instructional materials, pacing guides, and assessments only partially aligned to CCSS (in process)
- Lack of sufficient intervention materials to meet the needs of English Learners and Special Education students
- Lack of professional development on ELD CCSS standards and in-depth study of ELA and Math CCSS
- Inconsistent use of intervention time and research-based intervention practices
- Inconsistent allocation of ELD time

To address the fundamental teaching and learning needs of our lowest achieving students, the following academic priorities have been set by the district/school leadership team:

- Develop a collaboration time model at elementary and middle school levels
- Implement RTI Guidelines developed by the RTI advisory committee
- Provide In-Depth Professional Development and Parent Education on ELA/ELD CCSS and Math CCSS and Smarter Balanced Assessments
- Invest in CCSS aligned instructional materials in ELA/ELD and Mathematics (as these materials become available)
- Revise all pacing guides and benchmarks assessments in ELA/ELD and Mathematics to align to CCSS

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Participation Rate: District participation rates are higher than required. Additional goals in this area are not needed
Graduation Rate: District consistently meets graduation rate targets. Additional goals in this area are not needed, at this time. However, the goal was met in 2013 via the alternative method of the 5 year average district-wide and for these subgroups: Asian, SED and English Learner; therefore, we will be closely monitoring the graduation rate to ensure that targets continue to be met.

AYP Goals/District Benchmark Goals: Our ultimate goal is that we meet the AYP and API growth targets every year district-wide and for all significant subgroups. However, with the suspension of AYP and ELA/Math CSTs for 2013-2014 **for grades 2-8**, we will be using our local district benchmarks to assess the growth of all of our students and our significant subgroups in the areas of ELA and Math. We have found our district benchmarks to be accurate predictors of proficiency levels and performance on state assessments. The below charts represent our 2013 ELA and Math benchmark proficiency levels and our targets for 2014 and 2015 for grades 2-8 (with a 2% increase in proficiency each year):

2013 Proficient Rates on Benchmarks and Targets for 2014 and 2015 Grades 2-8: English Language Arts

Groups	2013 % Proficient	Target 2014 %	Target 2015%
District-wide	63.4%	65.44%	67.44%
Asian	76.0%	78.04%	80.04%
Hispanic/Latino	43.3%	45.27%	47.27%
SED	53.9%	55.90%	57.90%
English Learners	43.5%	45.50%	47.50%
Students with Disabilities	30.3%	32.32%	34.32%

2013 Proficient Rates on Benchmarks and Targets for 2014 and 2015 Grades 2-8: Mathematics

Groups	2013 % Proficient	Target 2014 %	Target 2015%
District-wide	69.18%	71.18%	73.18%
Asian	83.07%	85.07%	87.07%
Hispanic/Latino	77.53%	79.53%	81.53%
SED	61.58%	63.58%	65.58%
English Learners	59.74%	61.74%	63.74%
Students with Disabilities	33.52%	35.52%	37.52%

For grades 9-12, we will continue to use AYP AMO proficiency levels and targets since CAHSEE data is still readily available. We have set an attainable target using the safe harbor provisions, which allow districts and schools to meet AYP AMO targets by decreasing the number of student scoring below proficient by 10%. The chart below shows an estimate of the percent proficient needed in each subgroup to meet safe harbor provisions:

Groups	2013 % Proficient ELA	Safe Harbor Target 2014 % ELA	2013 % Proficient Math	Safe Harbor Target 2014 % Math
District-wide	70.0%	73.0%	76.4%	78.8%
Asian	77.9%	80.1%	92.4%	93.2%
Hispanic/Latino	49.6%	54.7%	46.5%	51.9%
SED	59.3%	63.4%	70.3%	73.2%
English Learners	39.9%	45.9%	66.4%	69.8%

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

Response to Instruction and Intervention (RTI²)

During the 2012-2013 school year, an RTI Advisory Committee was formed to address district-wide inconsistent intervention systems. Results from the APS Survey have confirmed the need for a systematic multi-tiered intervention system district-wide. The RTI Advisory committee created an action plan for both the RTI Academic and Behavior Models to be implemented starting in the 2013-2014 school year with the specific actions set forth in section 4 and 5. To strengthen the core academic program (especially in the area of ELA), these actions will include: improving Tier I instruction (first good teaching) and creating a system, structure, process, and tools for strategic and intensive intervention.

English Learner Services

Currently, our ELD materials, curriculum units, and instructional minute allotment are not meeting the needs of our English Learners in the area of academic vocabulary acquisition. An EL Task Force needs to be established to determine instructional minute needs, to investigate ELA/ELD CCSS aligned instructional core and ancillary materials, to develop CCSS ELA/ELD curriculum units, to build a plan for progress monitoring, and to provide needed professional development. The following specific strategies will be used:

1. English learners will receive high quality ELD instruction daily that is aligned to the CCSS for ELA/ELD and emphasizes the district goal of targeting instruction on academic vocabulary.
2. All English learners will receive instruction in Reading/ Language Arts that is differentiated to meet their language needs.
3. All English learners will receive instruction in Math that is differentiated to meet their language needs.

Common Core State Standard (CCSS) Alignment

Currently, our instructional materials, pacing guides, and benchmark assessments are aligned to the 1997 California Content Standards. We have begun to align our pacing guides and benchmark assessments to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), but more work needs to be done in this area. We have also been providing teacher professional development teachers on the CCSS using a trainer-of-trainers model, but more in-depth study is required for all teachers and administrators. Our instructional materials, especially for ELA and ELD, are out-of-date and therefore are not meeting the needs of our students. CCSS aligned instructional materials, pacing guides, benchmark assessments, and professional development will assist teachers in providing standards-based instruction to strengthen our core academic program for all students.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p><u>Response to Instruction and Intervention (RTI²)</u></p> <ol style="list-style-type: none"> 1. Academic Model <ol style="list-style-type: none"> a. Develop a collaboration time model at elementary and middle school levels that allows for student data discussions, data-driven instructional decisions, and sharing of research-based practices. b. Uniform the Student Study Team (SST) process district-wide to ensure it meets the needs of general education 	<p>Asst. Sup. of Ed. Services & Principals</p> <p>Director of Student Support, & Principals</p>	<p>January-June 2014</p> <p>August 2013- February 2014</p>	

<p>students.</p> <p>c. Define district-wide expectations for ELA/ELD and Math Tier I, Tier II and Tier III instruction and intervention, purchase necessary research based tools, and monitor fidelity of implementation.</p> <p>d. Build master schedules at all grade levels to accommodate ELA/ELD and Math Tier I, Tier II, and Tier III instruction and intervention during the school day and, if needed, hire intervention teachers.</p> <p>e. Develop a K-5 expectation guide for high quality differentiated literacy instruction and intervention and for the consistent use of progress monitoring tools [such as Basic Phonics Skills Test (BPST), Fountas and Pinnell (F&P) and running records], and create a system of accountability for progress monitoring.</p> <p>f. Conduct walk-throughs of K-5 classrooms to check fidelity of implementation of high quality differentiated literacy instruction and intervention and provide professional development in needed areas.</p> <p>g. Investigate ELA research-based small group instruction tools (Daily 5 tools, CAFÉ tools, Fountas & Pinnell intervention kits), invest in tools for use by pilot group of teachers and provide training on use of tools. If tools prove to be successful with pilot group, then purchase for larger</p>	<p>Asst. Sup. of Ed. Services & Principals</p> <p>Principals, Assistant Principals, Counselors</p> <p>Asst. Sup. of Ed Services & Principals</p> <p>ELA TOSA & Principals</p> <p>ELA TOSA & teacher group</p>	<p>December 2013- June 2014</p> <p>August 2015- 2016</p> <p>December 2013- June 2014</p> <p>August 2013- June 2015</p> <p>August 2013- June 2015</p>	<p>\$115,000 LCFF</p> <p>\$126,000 LCFF (HS/MS) \$252,000 LCFF (ES)</p> <p>\$81,744 Title I PD set-aside</p> <p>\$25,000 (tools) LCFF \$15,000 (training) LCFF</p>
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<p>group and train all teachers in the use of these tools to build capacity for small group instruction.</p> <p>2. Behavior Model</p> <p>a. Refine Schoolwide Behavior Expectations</p> <p>b. Develop tools and/or incentives for teachers to use to support positive student behavior.</p> <p>c. Develop and implement a process to discuss students not responding to re-taught behavior expectations, in order to design Tier II behavior interventions and develop a monitoring plan.</p> <p>d. Standardize Documentation of Behavior Supports and Intervention.</p> <p>e. Develop SST Articulation plan from Elementary Schools to Middle School and from Middle School to High School</p>	<p>Principals</p> <p>Principals, Assistant Principals & Counselors</p> <p>Principals, & Assistant Principals</p> <p>Director of Student Support, Assistant Principals, & Counselors</p> <p>Director of Student Support, Principals, Counselors, &</p>	<p>November 2013-June 2014</p> <p>August 2013-June 2014</p> <p>August 2013-December 2013</p> <p>December 2013-June 2014</p> <p>February 2014-June 2014</p>	
<p><u>English Learner Services</u></p>			
<p>1. English Language Development (ELD) Actions:</p> <p>a. EL Task Force will be formed comprised of teachers, administrators, and counselors; this task force will be tasked with providing professional development that improves the instruction and assessment of EL students with more specific details outlined below.</p> <p>b. Principals, assistant principals and secondary counselors will identify, group and monitor the progress of EL</p>	<p>EL TOSA</p> <p>Principals, APs, and Counselors</p>	<p>January 2014</p> <p>August 2014-2015</p>	<p>\$7,656 Title III</p>

<p>students at the site level using the district data system and criteria defined by the EL Task Force.</p> <p>c. Principals will ensure that site and teacher schedules provide ELD instruction for a minimum of 30-45 minutes in grades K-5 and one period in grades 6-12 daily.</p> <p>d. EL Task Force will conduct a curriculum review of materials being used for ELD instruction and ELD intervention K-12 and make a determination of instructional material strengths and gaps and provide professional development as needed.</p> <p>e. EL Task force will align existing and relevant instructional materials to the CCSS for ELA/ELD and provide professional development as needed.</p> <p>f. EL Task Force will recommend strategic purchases of new instructional materials to support the full implementation of the ELA/ELD CCSS and provide professional development.</p> <p>g. EL Task Force will identify criteria to determine ELD course placement, to monitor EL student progress, and to ensure access to core curriculum.</p> <p>h. EL Task Force will recommend strategic purchases of ancillary instructional materials to support ELA/ELD strategic intervention.</p> <p>2. Reading/Language Arts Actions:</p>	<p>Principals, APs, Counselors</p> <p>EL TOSA & Task Force</p> <p>EL TOSA & Task Force</p> <p>EL TOSA & Task Force</p> <p>EL TOSA & Task Force</p> <p>EL TOSA & Task Force</p>	<p>August 2014-2015</p> <p>January-June 2014</p> <p>January-August 2014</p> <p>August 2014-June 2015</p> <p>August 2014-June 2015</p> <p>August 2014-June 2015</p>	<p></p> <p>\$5,104 Title III</p> <p>\$5,104 Title III</p> <p>\$575,000 CCSS Implementation Funds (if available) or Instructional Materials Fund</p> <p>\$75,000 Title III</p>
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a. Principals will monitor the use of differentiated instruction during RLA in each class or period for EL students.	Principals, Assistant Principals	August 2014- June 2015	
b. ELA and EL TOSAs will provide initial coaching and establish teacher leaders who can also serve as peer to peer PD coaches in the areas of: SDAIE methodology, GLAD strategies, and explicit vocabulary instruction for English learners.	EL & ELA TOSA	August 2014- June 2015	\$35,000 Title III
c. Grade-level and English department teams will discuss research-based best practices for providing differentiating instruction for ELs at least three times per school year.	Principals, Department Chairs	August 2015- June 2016	
d. Teachers will use SDAIE strategies in RLA instruction and include content and language goals for EL students.	Principals, Assistant Principals	August 2015- June 2016	
3. Math Actions:			
a. Principals will monitor the use of differentiated instruction during Math in each class or period for EL students.	Principals, Assistant Principals	August 2014- June 2015	
b. Math and EL TOSAs will provide initial coaching and establish teacher leaders who can also serve as peer to peer PD coaches in the areas of: SDAIE methodology, GLAD strategies, and explicit vocabulary instruction techniques for English learners.	Math/Ed Tech & EL TOSA	August 2014- June 2015	\$35,000 Title III
c. Grade-level and math department teams will discuss	Department Chairs &	August 2015- June 2016	

<p>research-based best practices for providing differentiating instruction for ELs at least three times per school year.</p> <p>d. Teachers will use SDAIE strategies in Math instruction and include content and language goals for EL students.</p>	<p>Principals</p> <p>Principals</p>	<p>August 2015- June 2016</p>	
<p><u>Common Core State Standard (CCSS) Alignment</u></p>			
<p>1. Pacing Guides and Benchmarks</p> <p>a. Develop pacing guides, curriculum units, and benchmark assessments (including performance tasks) aligned to CCSS and NGSS.</p>	<p>Asst. Sup. of Ed. Services & Principals</p>	<p>August 2014- June 2015</p>	<p>\$57,301 (13-14) \$52,301 (14-15) Title II</p>
<p>b. Determine if new database, Aeries Analytics, provides a system for delivery and storage of benchmark assessments and data. If it does not, consider an additional database purchase.</p>	<p>Asst. Sup. of Ed. Services & Ed Tech TOSA, Database Specialists</p>	<p>March-June 2014</p>	<p>\$19,200 LCFF</p>
<p>2. Instruction</p> <p>a. Investigate and provide sufficient instructional materials aligned to CCSS for ELA/ELD and Math to strength core academic program.</p>	<p>Asst. Sup. of Ed. Services and Common Core Advisory Group</p>	<p>January 2013- June 2015 (as new materials are released)</p>	<p>\$575,000 CCSS Implementation Funds (if available)</p>
<p>b. Determine needed CCSS and NGSS instructional shifts and develop school site expectations guide and monitoring plan.</p>	<p>Asst. Sup. of Ed. Services, Principals, & Common Core Advisory</p>	<p>January 2014- June 2015</p>	<p>or Instructional Materials Fund</p>

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<u>Response to Instruction and Intervention (RTI²)</u>			
1. Train teachers and administrators on collaboration protocols that lead to student data discussions, data-driven instructional decisions, and sharing of research-based practices.	Asst. Sup. of Ed. Services	July-September 2014	\$10,000 Title II
2. Provide on-going training for teachers and administrators on Tier I, Tier II, and Tier III academic and behavioral instruction and intervention.	Asst. Sup. of Ed. Services	August 2014- June 2016	\$30,000 Title II
3. Train new K-3 teachers and administrators on the appropriate uses of diagnostic and ELA progress monitoring tools (such as BPST, F&P and running records) using the Trainer-of-Trainers model and review/recalibrate these same tools with existing K-3 teachers and administrators.	ELA TOSA	August-October 2014	\$40,872 Title I PD set-aside
4. Provide training for all K-5 teachers and administrators on high quality differentiated literacy instruction and intervention.	ELA TOSA	August 2013- June 2015	\$40,872 Title I PD set-aside
5. Provide Training on Aeries District Database for identification of struggling students and tracking of strategic and intensive interventions to K-12 counselors and administrators.	Director of Student Support & Math/Ed Tech TOSA	January-June 2014	\$65,870 Title I PD set-aside
<u>English Learner Services</u>			
1. ELD Standards- All Teachers responsible for ELD instruction	Asst. Sup. of Ed. Services & EL	August- December 2014	\$3,500 Title II

<p>and all Site Administrators will be provided specific training on the CCSS ELD Standards and CCSS ELA/ELD alignment.</p>	TOSA		
<p>2. Provide District-wide SDAIE refresher training for all teachers and administrators.</p>	Asst. Sup. of Ed. Services & EL TOSA	August-December 2014	\$15,000 Title III
<p>3. For 6-12 counselors and administrators, provide training on ELD course placement, monitoring EL student progress, and access to core curriculum</p>	EL TOSA & EL Task Force	August 2014-June 2015	
<p>4. Subsequent to the SDAIE training, provide structured time for grade-level/department collaboration in addition to vertical articulation to support SDAIE implementation.</p>	Asst. Sup. of Ed. Services & Principals	January 2015-June 2016	
<p>5. Provide Instructional Materials Training from selected publisher of newly adopted ELA/ELD materials for teachers and administrators.</p>	Asst. Sup. of Ed. Services	Concurrent with ELA/ELD Adoption 2015-2016	\$10,000 Title II
<p>6. Conduct GLAD follow-up sessions with all teachers trained in 2011-2012 to assess their level of implementation and their support needs. Provide needed support and arrange for classroom observations of GLAD strategies in action.</p>	Asst. Sup. of Ed. Services & EL TOSA	February-June 2013	\$44,997 Title III
<p>7. Develop second cadre of teachers interested in GLAD training by raising awareness about GLAD through classroom observations of GLAD in action and provide training.</p>	Asst. Sup. of Ed. Services & EL TOSA	August 2014-June 2015	\$15,249 Title III
<p><u>Common Core State Standard (CCSS) Alignment</u></p>	Asst. Sup. of Ed. Services, Principals, Common Core Advisory Groups, & Department Chairs	January-June 2014	\$15,390 Title II
<p>1. Provide professional development that includes in-depth study of ELA and Math CCSS for K-5 teachers and 6-12 ELA, Math, Social Science, and Science teachers and in-depth study of</p>			

<p>NGSS for all science teachers.</p> <p>2. Provide training on the development of CCSS aligned and NGSS aligned performance tasks, benchmark assessments, curriculum units and/or pacing guides to K-12 teachers.</p> <p>3. Provide professional development on use of Aeries database for benchmark assessment development, delivery of assessments, and data storage and analysis to K-12 teachers.</p> <p>4. Train K-12 teachers and administrators on supplemental database, if Aeries Analytics proves to be insufficient to meet benchmark and data analysis needs.</p> <p>5. Provide training on instructional shifts needed to implement CCSS and NGSS to K-12 teachers and administrators.</p>	<p>Asst. Sup. of Ed. Services, Principals, Common Core Advisory Groups, & Department Chairs</p> <p>Asst. Sup. of Ed. Services, Math/Ed Tech TOSA, & database specialists</p> <p>Asst. Sup. of Ed. Services, and Math/Ed Tech TOSA</p> <p>Asst. Sup. of Ed. Services, Principals, & Common Core Advisory Groups</p>	<p>January-June 2014</p> <p>January-June 2014</p> <p>August 2014-June 2015</p> <p>January 2014-June 2014</p>	<p>\$15,390 Title II</p> <p>\$3864 Title II</p> <p>\$65,870 Title I PD set-aside</p> <p>\$24,908 Title II</p>
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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
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<p><u>Response to Instruction and Intervention (RTI²)</u></p> <ol style="list-style-type: none"> 1. In addition to school day interventions, all schools will provide before and/or afterschool research based ELA/ELD and Math interventions for targeted students. 2. Train before and after-school intervention teachers on research based interventions and RTI² progress monitoring protocols. 3. Develop entrance and exit criteria for before and/or afterschool research based ELA/ELD and Math interventions 4. Monitor all before school and afterschool intervention programs to ensure that teachers or facilitators are trained and follow the same progress monitoring protocols developed in the RTI² model. 	Asst. Sup. of Ed. Services	September 2014-May 2015	\$170,000	LCFF
	Asst. Sup. of Ed. Services	August 2014-September 2014	\$15,000	Title II
	Principals & Grade Level Teams, Department Chairs	July-September 2014		
	Asst. Sup. of Ed. Services & Principals	September 2014-May 2015		

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
SGUSD has established and is implementing parent/family programs that address all components required by law and that				

<p>are designed to support our plan and goals for student learning.</p> <p>Parental involvement includes:</p> <ul style="list-style-type: none"> • District English Language Arts Advisory Committee (DELAC) <ul style="list-style-type: none"> ○ Meets quarterly ○ Representative from every school site ELAC ○ Teacher representatives • Title I Parent meetings (McK and Roos.) <ul style="list-style-type: none"> ○ Annual meetings ○ Title I addressed at every SSC meeting • Parent Education Nights are offered throughout the district at different school sites. • All district and site communication is translated into Spanish and Mandarin. 	<p>EL TOSA</p> <p>Principals</p> <p>Principals</p> <p>Asst. Sup. of Ed Services/ Translators</p>	<p>2014-2015</p> <p>August 2013- June 2015</p> <p>August 2013- June 2015</p> <p>August 2013- June 2015</p>	<p></p> <p></p> <p></p> <p>\$92,203</p>	<p></p> <p></p> <p></p> <p>General Fund</p>
<p><u>Response to Instruction and Intervention (RTI²)</u></p> <ol style="list-style-type: none"> 1. Build a parent communication plan on the new teacher collaboration goal and new school schedule, sharing the importance of staff articulation as well as vertical collaboration. 2. Provide parent education on the RTI² academic and behavior models and inform parents how they can help support these models at home. 	<p>Asst. Sup. of Ed. Services</p> <p>Principals</p>	<p>January 2014- June 2014</p> <p>August-October 2014</p>	<p></p> <p></p>	<p></p> <p></p>
<p><u>English Learner Services</u></p>	<p></p>	<p></p>	<p></p>	<p></p>

<p>1. The following activities will be used to increase parent involvement in ELAC and DELAC: extend ELAC meeting to include a cultural component, involve community liaisons in coordinating agendas that include student focused performance/exhibitions and cultural pot lucks, involve teacher and parent organizations in recruiting and promoting ELAC/DELAC meetings.</p>	<p>EL TOSA and Principals</p>	<p>August 2014 – May 2015</p>		
<p>2. Use multi-media to offer parent education on the importance of ELAC/DELAC/SSC participation.</p>	<p>EL TOSA and Principals</p>	<p>August – September 2014</p>		
<p><u>Common Core State Standard (CCSS) Alignment:</u></p>				
<p>1. Provide parent education on the CCSS, Smarter Balanced, and NGSS. Include opportunities to take practice assessments in a lab setting or attempt performance tasks.</p>	<p>Principals</p>	<p>January 2014- June 2015</p>		
<p>2. Provide parents with CCSS and NGSS information and resources through district website, school website, and school newsletters.</p>	<p>Asst. Sup. of Ed. Services, ELA TOSA, Math TOSA, & Principals</p>	<p>January 2014- June 2016</p>		

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: San Gabriel Unified

County District Code: 19-75291

Date of Local Governing Board Approval: January 14, 2014 (original), August 12, 2014 (revised)

District Superintendent: David Yoshihara, Ed.D

Address: 408 Junipero Serra Dr.

City: San Gabriel

Zip Code: 91403

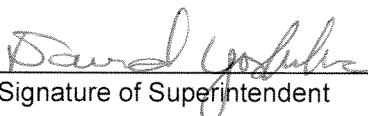
Phone: 626-451-5403


FAX: 626-451-5494

E-mail:
yoshihara_d@sgusd.k12.
ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

	David Yoshihara	8/12/2014
Signature of Superintendent	Printed Name of Superintendent	Date

	Ken K. Tcheng	8/12/2014
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.