

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL **Goal 1A: Proficiency in Reading/Language Arts**

Our needs assessment of student proficiency in reading/language arts indicates that \_\_\_\_\_.

Based on the needs assessment findings, our district goal is \_\_\_\_\_.

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Filing Cabinet Count	1
Resources and state requirements for this goal Available	5

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**San Gabriel Unified - 1975291000000**

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GOAL **Goal 1B: Proficiency in Mathematics**

Our needs assessment of student proficiency in mathematics indicates that \_\_\_\_\_ .

Based on these needs assessment findings, our district goal is \_\_\_\_\_ .

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

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**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.

Filing Cabinet Count	6	Budgeted:	\$17,857.00
Resources and state requirements for this goal Available	3		

**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	\$17,857.00
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**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		

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**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**

<b>EL Identification and Placement</b>	Completed	Due 8/1/2014
Principals will identify EL students and their proficiency utilizing the district data system (Aeries).		
		Mayra Perez (LEA)

<b>ELD Instructional Grouping</b>	Completed	Due 8/1/2014
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.		
		Mayra Perez (LEA)

<b>ELD instructional time minimums</b>	In Progress	Due 6/5/2015
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.		

**ACTION STEP Curriculum and Materials**

EL students will have supplementary instructional materials to meet their instructional needs.

Status	In Progress 06/16/2015	Filing Cabinet Count	7
Start-End Dates	04/01/2014 - 04/01/2015	Budgeted	\$2,600.00
Persons Responsible	Mayra Perez		

**San Gabriel Unified - 1975291000000**

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><b>EL Task Force Establishment</b></p> <p>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</p> <p>Mayra Perez (LEA)</p>
<p><b>EL Task Force Curriculum Review</b></p> <p>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</p> <p>Mayra Perez (LEA)</p>
<p><b>CSS Alignment of ELD Materials</b></p> <p>EL Task Force shall align the existing ELD Materials to the ELD CCSS.</p>	<p>In Progress</p>	<p>Due 6/30/2016</p> <p>Mayra Perez (LEA)</p>
<p><b>ELD Lesson and Assessment Development</b></p> <p>The EL Task Force will develop ELD CCSS aligned lessons and assessments.</p>	<p>In Progress</p>	<p>Due 10/30/2015</p> <p>Mayra Perez (LEA)</p>
<p><b>Implement ELD CCSS Aligned Lessons &amp; Assessments</b></p> <p>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</p> <p>Mayra Perez (LEA)</p>
<p><b>Provide ELD CCSS Aligned Materials</b></p> <p>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</p> <p>Mayra Perez (LEA)</p>

ACTION STEP **Assessment and Monitoring of Student Progress**

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**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 06/16/2015	Filing Cabinet Count	6
Start-End Dates	05/04/2014 - 06/30/2015		
Persons Responsible	Mayra Perez		

**TASKS 1 of 3 Complete**

<b>Identify Benchmark Assessments</b>	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)

<b>Analyze Benchmark Assessments</b>	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)

<b>Analyze Students not making adequate progress.</b>	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 06/16/2015	Filing Cabinet Count	1
Start-End Dates	05/01/2014 - 06/05/2015	Budgeted	\$5,257.00
Persons Responsible	Mayra Perez		

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**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**

TASKS 0 of 3 Complete

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

**ACTION STEP Provide intervention to secondary EL students not**

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

Status	In Progress 06/16/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 06/05/2015	Budgeted	\$5,000.00
Persons Responsible	Mayra Perez		

TASKS 0 of 3 Complete

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

**ACTION STEP Provide intervention to secondary EL students**

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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	\$5,000.00
Persons Responsible	Mayra Perez		

TASKS 0 of 3 Complete

<b>Writing Clinic</b> 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)
<b>After school intervention Grades 9-12</b> Implement writing clinic	Not Begun	Due 10/20/2014 Mayra Perez (LEA)
<b>After school intervention progress monitoring</b> Monitor progress of students participating in the writing clinic.	Not Begun	Due 12/5/2014 Mayra Perez (LEA)



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**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.

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.

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 redesignation 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:	\$7,240.00
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	\$7,240.00
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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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	04/07/2014 - 08/15/2014	Budgeted	\$5,200.00
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		

**San Gabriel Unified - 1975291000000**

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><b>Communicate course objectives</b> 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><b>Course Offering</b> 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><b>Instructional Materials for LTEL Course</b> 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><b>LTEL Course Offering</b> 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><b>LTEL Student Monitoring</b> 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><b>LTEL School Team Meetings</b> 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><b>LTEL Intervention Teachers</b> 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**

<b>LTEL Intervention</b>	Not Begun	Due 10/30/2015
School sites will provide before and after school intervention for LTELS who are not making progress.		
<b>LTEL Progress Monitoring</b>	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.		
<b>Curriculum Materials</b>	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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	10/31/2014 - 06/05/2015		
Persons Responsible	Mayra Perez		

**TASKS 0 of 1 Complete**

<b>LTEL school teams</b>	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**

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**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	\$2,040.00
Persons Responsible	Mayra Perez		

**TASKS 0 of 3 Complete**

<b>LTEL Intervention- enrollment</b>	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.		
<b>LTEL Intervention Implementation</b>	Not Begun	Due 10/13/2014
Implement intervention focused on academic vocabulary, academic discourse, and literacy skills.		
<b>LTEL Intervention- monitoring</b>	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		

**San Gabriel Unified - 1975291000000**

**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.
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.
3. By June of 2015 the LEA will continue to meet the 100% participation rate for English learners assessed in Reading/ Language Arts.

**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:	\$21,600.00
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	\$10,050.00
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**ACTION STEP CCSS-based instruction and RTI**

**San Gabriel Unified - 1975291000000**

**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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015	Budgeted	\$1,300.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**TASKS 2 of 3 Complete**

<b>Grade-level and Department Meetings</b>	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)
<b>Performance Task Revision</b>	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)
<b>Unit and Lesson Development</b>	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	\$1,950.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**San Gabriel Unified - 1975291000000**

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

<b>SDAIE/ GLAD/ focused peer observations</b>	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)
<b>Curriculum meetings- EL focus</b>	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 06/16/2015	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

<b>: EL focused collaboration-differentiating instru</b>	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.		Mayra Perez (LEA)
<b>District Monitoring form</b>	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 w SAs. The areas of focus are academic vocabulary, language objectives, and informational writing.		Mayra Perez (LEA)
<b>Principals monitor ELD support strategies</b>	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.		Mayra Perez (LEA)
<b>Curriculum meetings- EL focus</b>	Completed	Due 6/30/2015
Teacher meetings will include information on providing access to the core curriculum for EL students		Mayra Perez (LEA)

ACTION STEP **Develop and implement ELA/ELD CCSS aligned benchma**

ELD teachers will develop ELA/ELD CCSS aligned benchmarks to monitor EL student progress and to more accurately assess EL student progress. The benchmarks will be utilized for students who have been identified as EL, per an initial CELDT assessment.

Status	Completed 06/16/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2015	Budgeted	\$1,300.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		



**San Gabriel Unified - 1975291000000**

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

**STRATEGY Instructional Strategies-Language Arts/ELD**

**ACTION STEP Develop and implement ELA/ELD CCSS aligned benchma**

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 p**

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

Status	In Progress 06/16/2015	Filing Cabinet Count	0
Start-End Dates	03/10/2014 - 06/05/2014	Budgeted	\$5,500.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 2 Complete

**Intervention for EL students** In Progress Due 9/30/2014

1.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- Mathmatics**

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	\$11,550.00
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**ACTION STEP CCSS-based instruction and RTI**

**San Gabriel Unified - 1975291000000**

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

**STRATEGY Instructional Strategies- Mathmatics**

**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 intervtnion

Status	In Progress 06/16/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 06/05/2015		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**TASKS 0 of 2 Complete**

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

<b>Performance Task revision</b>	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	\$1,950.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**San Gabriel Unified - 1975291000000**

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

**STRATEGY Instructional Strategies- Mathematics**

**ACTION STEP Academic Language Development**

TASKS 1 of 2 Complete

<b>SDAIE/GLAD focused peer observations</b>	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)
<b>Curriculum meetings- EL focus</b>	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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	10/10/2014 - 06/05/2015	Budgeted	\$9,600.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 2 Complete

<b>Math Intervention for EL studetns.</b>	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)
<b>Math Intervention for EL students</b>	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**

**San Gabriel Unified - 1975291000000**

**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		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 4 Complete

<p><b>EL focused collaboration-differentiating instruct</b></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><b>District Monitoring form</b></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><b>Principals monitor ELD support strategies</b></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><b>Principals used monitoring data to recommend teah</b></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>

**San Gabriel Unified - 1975291000000**

**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 2015 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:	\$78,949.00
Resources and state requirements for this goal Available	1		

**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	\$78,949.00
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**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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	05/01/2014 - 06/01/2015	Budgeted	\$18,429.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**San Gabriel Unified - 1975291000000**

**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

<b>Coordinate training of ELD core material and suppl</b>	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.		
<b>TOSAs and site administrators will train all teach</b>	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.		
<b>CCSS ELD Standards training</b>	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.		
<b>Equity and access training</b>	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.		

**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		

**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

<b>Implement Intervention PD</b>	In Progress	Due 5/25/2014
TOSAs will train all intervention teachers during the summer and at monthly meetings for a total 15 hours.		
<b>Aeries Database training</b>	Not Begun	Due 9/28/2014
Data Analysts will provide 5 hours of Aeries Database training to Site Admin. and teachers to identify struggling students and to track strategic interventions for ELs. PD will include instructional strategies to support English learners.		
<b>K-6 ELA Book Club</b>	Completed	Due 6/5/2014
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.		

**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 06/16/2015	Filing Cabinet Count	0
Start-End Dates	05/18/2014 - 10/31/2014		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

**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

<b>Secondary Counselor EL Training</b>	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.		
<b>EL Data Analysis Training</b>	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	\$58,600.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		



**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><b>Train School Administrators to analyze EL student</b></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><b>Train School Administrators on how to monitor EL s</b></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><b>Train school administrators on how to identify EL</b></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><b>Train school administrators on how to identify EL</b></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>		

**San Gabriel Unified - 1975291000000**

**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 2015 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:	\$72,000.00
Resources and state requirements for this goal Available	1		

**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	\$72,000.00
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**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	\$72,000.00
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 Increased participation of parents of ELs**

TASKS 0 of 4 Complete

<b>Increased participation of parents of ELs.</b>	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)
<b>Increased participation of parents of ELs.</b>	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)
<b>Increased participation of parents of ELs.</b>	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)
<b>Increased participation of parents of ELs.</b>	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 06/16/2015	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

<b>Parent Education and Outreach</b>	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)
<b>Parent Education and Outreach</b>	In Progress	Due 6/5/2015
2.Information of CCSS and Smarter Balanced in Spanish and Chinese languages will be posted on the district website.		Mayra Perez (LEA)
<b>Parent Education and Outreach</b>	In Progress	Due 6/5/2015
3.Student intervention education for parents		Mayra Perez (LEA)
<b>Parent Education and Outreach</b>	In Progress	Due 6/5/2015
4.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 2015 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:	\$500.00
Resources and state requirements for this goal Available	1		

**STRATEGY Parental Notification of EL Placement and Programs**

Filing Cabinet Count	0
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**STRATEGY Promote the Involvement of Parents of EL Students**

Filing Cabinet Count	0
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**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	\$500.00
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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		

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**GOAL Goal 2F: Parental Notification**

**STRATEGY Parental Notification of English learner placement**

**ACTION STEP Written Parent Notifications**

TASKS 0 of 3 Complete

<b>1.Program Placement Letters</b>	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.		
		Mayra Perez (LEA)

<b>2.Title III Accountability Status Letters</b>	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.		
		Mayra Perez (LEA)

<b>Grade Report Mailings</b>	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		
		Mayra Perez (LEA)

**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		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 1 Complete

<b>1.Annual Site EL Parent Meetings</b>	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.		
		Mayra Perez (LEA)

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**GOAL Goal 2G: Services for Immigrant Students**

By June 2016, 80% of Immigrant EL students and Immigrant EL parents will participate in the Immigrant Family Literacy Program.

Filing Cabinet Count	1	Budgeted:	\$14,533.00
Resources and state requirements for this goal Available	1		

**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	\$14,533.00
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**ACTION STEP Develop and implement an outline for family lit pr**

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

Status	In Progress 06/16/2015	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		

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**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 pr**

TASKS 0 of 3 Complete

<b>Develop and implement the program</b>	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)

<b>Collect feedback data</b>	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)

<b>3.Collect participation data</b>	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 mat**

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

Status	Not Begun 06/16/2015	Filing Cabinet Count	0
Start-End Dates	07/31/2014 - 06/05/2015	Budgeted	\$6,973.00
Tags	T3Y4		
Persons Responsible	Mayra Perez		

TASKS 0 of 1 Complete

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



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GOAL **Goal 3: Highly Qualified Teachers**

Results from our analysis of the distribution of highly qualified teachers indicate that \_\_\_\_\_ .

Based on these data, our district goal is \_\_\_\_\_ .

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Filing Cabinet Count            0

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

1.By June 2015, the graduation rate for ELs will increase from 77.6% to 79%.

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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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STRATEGY **Increase Graduation Rates**

Communicate graduation benefits and requirements to EL students and their families.

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Filing Cabinet Count	0
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STRATEGY **Increase enrollment of EL students, in credit requ**

1.Ensure access to core graduation required courses for EL students at the high school level.

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Filing Cabinet Count	0
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ACTION STEP **Credit recovery.**

Ensure access to core graduation required courses for EL students at the high school level.

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Status	In Progress 06/16/2015	Filing Cabinet Count	0
Start-End Dates	06/15/2014 - 05/15/2016		
Tags	T3Y4		
Persons Responsible	Mayra Perez		

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

STRATEGY **Increase enrollment of EL students, in credit requ**

ACTION STEP **Credit recovery.**

TASKS 0 of 4 Complete

<b>Ensure access to core graduation required courses</b>	In Progress	Due 6/30/2015
Counselors adhere to updated LEA policy on EL student placement.		Mayra Perez (LEA)
<b>Increase graduation rate.</b>	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)
<b>Increase graduation rate.</b>	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)
<b>ELstudents tracking</b>	Not Begun	Due 12/18/2015
4.Counselors will track High School EL students' credit three times a year.		Mayra Perez (LEA)

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**GOAL Goal 5B: Decrease Dropout Rates**

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

Filing Cabinet Count 0  
 Resources and state requirements for this goal Available 1

**STRATEGY Decrease Dropout Rate of All Students**

Filing Cabinet Count 0

**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.

Filing Cabinet Count 0

**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

- |  |             |               |
|--|-------------|---------------|
| <b>Decrease the dropout rate for EL</b>  | 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. |             |               |
| <b>Decrease the dropout rate of EL</b>   | In Progress | Due 6/30/2015 |
| 2. Counselors will place and track EL students utilizing the updated placement criteria.                                     |             |               |
| <b>Decrease dropout rate for EL</b>  | 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.         |             |               |

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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.

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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		

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TASKS 0 of 1 Complete

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<b>Increase enrollment of EL students in AP classes</b>	Not Begun	Due 10/1/2014
1.AP/ Honors Committees Meet to Review and Monitor Student Information		Mayra Perez (LEA)

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**GOAL Goal 2C: AMAO 3 - Reading/Language Arts**

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

· By (monthly/year), the percentage of English learners attaining proficiency in Reading/Language Arts will increase from \_\_% to \_\_%, as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

· Optional: By (month/year), the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase from \_\_% to \_\_% as measured by locally developed observation tools.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

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Filing Cabinet Count            0

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**GOAL Goal 2C: AMAO 3 - Mathematics**

· By (month/year), the percentage of English learners attaining proficiency in Mathematics will increase from \_\_\_% to \_\_\_%, as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Mathematics.

· Optional: By (month/year), the percentage of teacher s of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase from \_\_\_% to \_\_\_% as measured by locally developed observation tools.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

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Filing Cabinet Count                      0

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<b>TOTAL PLAN FUNDS:</b>	<b>\$212,679.00</b>
Budgeted	\$212,679.00
Actual	\$0.00