

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 1 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	\$35,000 Title III
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	
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	\$35,000 Title III
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	
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

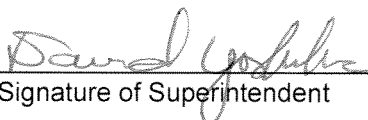
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Signatures:

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.