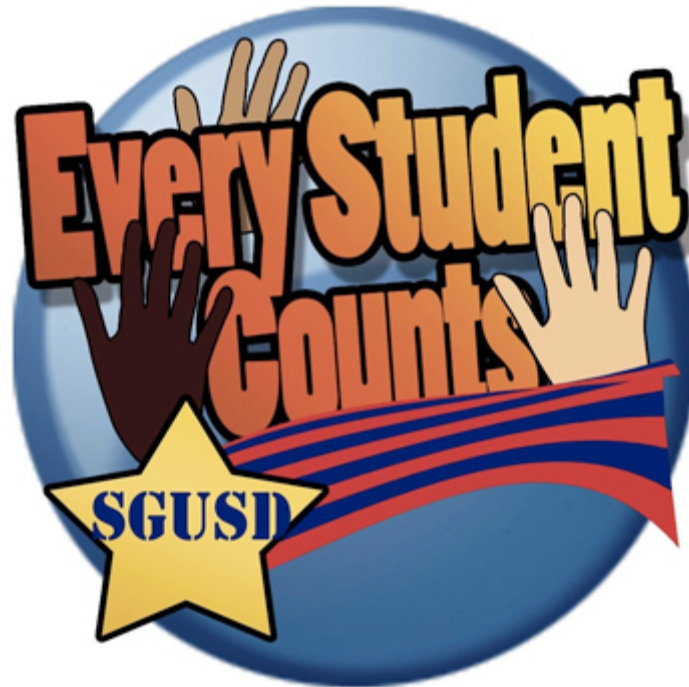


Local Control and Accountability Plan

San Gabriel Unified



July 1, 2014 - June 30, 2017

06/17/2014

Introduction:

LEA: San Gabriel Unified	Contact: Christiane Gervais Director of Assessment and Special Projects gervais_c@sgusd.k12.ca.us (626) 451-5445	LCAP Years: July 1, 2014 - June 30, 2017
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Section 1: Stakeholder Engagement

Involvement Process:

To gather input from all stakeholder groups, including students, parents, teachers, principals, administrators, other school personnel, our local bargaining units, and community members, San Gabriel Unified conducted a variety of meetings for these different stakeholders as outlined below:

Community Forums

All stakeholders were invited to attend open and public meetings at our five elementary schools. These meetings were facilitated by our superintendent, and the Local Control Funding Formula (LCFF) was discussed. This included, but was not limited to, the redistribution of funds under LCFF, funding targets, differences from revenue limit, and accountability plans. Discussion was had on how the funds were generated as well as the importance of supplemental and concentration dollars. The community was given an opportunity to ask questions and provide input. All forums were conducted in English, Spanish and Chinese. Governing board members also attended these forums.

Leadership Council

Input from principals and other administrators was obtained during monthly Leadership Council meetings.

LCAP Committee

An LCAP committee was formed comprised of parents (including parents with students from these subgroups: Low Income, English Learner and/or Foster Youth students), teachers, students, community members, principals, bargaining unit members, the superintendent, and other district staff. The representatives on this committee were identified by each stakeholder group and agreed to seek input and provide updates on progress to their larger stakeholder group. This committee was presented with quantitative and qualitative data in the following areas before they began their discussions on LCAP recommendations:

1. Highly Qualified Teachers
2. Instructional Materials
3. School Facilities
4. CCSS Implementation
5. Course Access: CTE, Honors, AP, UC A-G
6. Student Achievement (CST/CMA, a-g course completion, EL proficiency, EL reclassification, AP scores, EAP, and API)
7. CAHSEE results
8. Parental Involvement
9. Attendance, Absenteeism, and Truancy
10. Graduation and Dropout Rates
11. Suspension and Expulsion Rates

The committee also reviewed the following existing district and site plans to assess local priorities and ensure alignment in the development of the LCAP: LEA Plan, LEA Plan Addendum, Educational Master Plan, the Title III Plan, SPSAs, and SARCs.

District English Learner Advisory Council (DELAC)

The District English Learner Advisory Council also met to discuss the LCAP and provide input. DELAC was presented with the following quantitative and qualitative data specific to English Learners in the following areas before providing input on LCAP recommendations:

1. Highly Qualified Teachers
2. Instructional Materials
3. School Facilities
4. CCSS Implementation
5. Course Access: CTE, Honors, AP, UC A-G
6. Student Achievement (CST/CMA, a-g course completion, EL proficiency, EL reclassification, AP scores, EAP, and API)
7. CAHSEE results
8. Parental Involvement
9. Attendance, Absenteeism and Truancy
10. Graduation and Dropout Rates
11. Suspension and Expulsion Rates

Superintendent's Parent Advisory Council (SPAC)

The Superintendent's Parent Advisory Council comprised of parents from all the schools in the district, including parents with students from these subgroups: Low Income, English Learner and/or Foster Youth students participate in meetings every other month with the superintendent to share and discuss district concerns and initiatives, including the LCAP areas of focus. The discussion began with an explanation of LCFF; this included, but was not limited to, the redistribution of funds under LCFF, funding targets, differences from revenue limit, and accountability plans. Discussion was had on how the funds were generated as well as the importance of supplemental and concentration dollars. Information was shared on the required representation from parent groups and the eight priority areas for local education agencies. Some time was spent on each of the eight areas and how they fit under the broader scope of conditions for learning, pupil outcomes, and engagement at which time this council made recommendations for LCAP inclusion.

Impact on LCAP:

All of the LCAP suggestions made during the community forums, leadership council meetings, the DELAC meetings, and the SPAC meetings were shared with the LCAP Committee-- comprised of parents (including parents with students from these subgroups: Low Income, English Learner and/or Foster Youth students), teachers, students, community members, principals, bargaining unit members, the superintendent, and other district staff. This LCAP Committee then used these suggestions and the variety of data sources that they were presented to determine recommendations for each state priority. An electronic survey of these recommendations was sent to the LCAP Committee in order to give them an opportunity to prioritize them anonymously. Subsequently, the LCAP Writing Team was formed, comprised of teachers, administrators, and parents from the larger LCAP Committee. The LCAP Writing Team was tasked with reviewing the larger committee's recommendations and the survey results in these areas in order to determine over-arching goals. These over-arching goals and an explanation of how they were developed were then shared with the larger LCAP Committee. The LCAP Committee then proceeded to develop actions/services by state priority for these over-arching goals. The LCAP Writing Team reviewed all the actions and properly categorized them for the appropriate goal and appropriate state priority in the development of the LCAP. The LCAP draft was then shared with the LCAP Committee, DELAC and SPAC; all committees were given an opportunity to provide additional feedback. DELAC and SPAC received a written response from the superintendent regarding this feedback. The LCAP Writing Team then met again to incorporate the suggested changes into the LCAP before it was presented to the governing board in a public hearing on June 10, 2014. The governing board approved the LCAP on June 24, 2014.

Section 2: Goals and Progress Indicators**Goal:**

Students will be college and career ready.

Identified Need:

ELA and Math proficiency, UC/CSU A-G completion rates, and EAP results reflect a need to focus on college and career readiness

1. 2013 CST/CMA data reflects a proficiency level of 65.9% for ELA with lower proficiency percentages for the following subgroups: English Learners (53.5%), SED (55.6%), and Hispanic (48.7%). 2013 CST/CMA data reflects a proficiency level of 66.7% for Math with lower proficiency percentages for the following subgroups: English Learners (62.3%), SED (58.5%), and Hispanic (43%). The new SBAC

assessment to measure college and career readiness will be even more rigorous than our previous CST/CMA assessments, and therefore merits focus on ELA and Math.

2. UC/CSU A-G Completion rates for 2012-2013 were: All students (58.9%), Hispanic (32.8%), English Learner (25%), and Socially Economically Disadvantaged (55.3%).
3. Percentage of students scoring "Ready for College" on EAP results for ELA in 2013 of the 56% of 11th graders who took the exam was: All students (14%), Hispanic (10%), Low Income (12%), English Learner (0%).
4. Percentage of students scoring "Ready for College" on EAP results for Math in 2013 of the 56% of 11th graders who took the exam was: All students (25%), Hispanic (5%), Low Income (22%), English Learner (26%).

Identified Metric:

1. Rate of Teacher misassignments
2. Student access to standards-aligned instructional materials
3. SBAC summative assessment results
4. Course Access: 0/7th period course offerings
5. A-G Completion Rates and Students On-Track for Meeting A-G Requirements
6. CTE cluster completion rates
7. EAP Readiness Results for ELA and Math
8. Percentage of Pupils who have passed an advanced placement test with a score of 3 or higher
9. API

<p>Related State and Local Priorities: State: Basic; Implementation of State</p>	<p>Applicable Student Subgroup(s):</p>	<p>School(s) Affected:</p>
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Standards; Course access; Pupil achievement	All	All
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What will be different/improved for students?

Year 2014-15:

1. At each school site, the percentage of Core Academic courses taught by highly qualified teachers will be 98%
2. 100% of students will have access to standards-aligned instructional materials
3. SBAC Baseline Summative Data established for ELA and Math
4. 7th period course offerings will increase by two sections at the comprehensive high school
5. Increase of A-G Completion rates to 60% school-wide and 35% for Hispanic subgroup and develop baseline measurements for determining whether students are on-track for meeting A-G requirements for the comprehensive high school
6. CTE Cluster completion rates baseline measurement will be developed
7. EAP Readiness Results for ELA and Math will improve by 5% from previous year and by 6% for targeted subgroups
8. Percentage of Pupils who have passed an advanced placement test with a score of 3 or higher increased to 28%
9. API increase of 1 point district-wide, at every site, and in every targeted subgroup from previous year

Year 2015-16:

1. At each school site, the percentage of Core Academic courses taught by highly qualified teachers will be 99%
2. 100% of students will have access to standards-aligned instructional materials

3. Improve proficiency in ELA and Math by 2% district-wide and by 3% for targeted subgroups based on baseline SBAC summative data from previous year
4. 0 and 7th period course offerings will increase by one section from the previous year at the comprehensive high school
5. Increase of A-G Completion rates to 62% school-wide and 36% for Hispanic subgroup and a 5% increase in the percentage of students on-track for meeting A-G requirements from previous year baseline for the comprehensive high school
6. CTE Cluster completion rates increase by 2% from prior year
7. EAP Readiness Results for ELA and Math will improve by 2% from previous year and by 3% for targeted subgroups
8. Percentage of Pupils who have passed an advanced placement test with a score of 3 or higher increased to 30%
9. API increase of 1 point district-wide, at every site, and in every targeted subgroup from previous year

Year 2016-17:

1. At each school site, the percentage of Core Academic courses taught by highly qualified teachers will be 100%
2. 100% of students will have access to standards-aligned instructional materials
3. Improve proficiency in ELA and Math by 2% district-wide and by 3% for targeted subgroups based on baseline SBAC summative data from previous year
4. 7th period course offerings will increase by two sections from the previous year at the comprehensive high school
5. Increase of A-G Completion rates to 64% school-wide and 39% for Hispanic subgroup and a 5% increase in the percentage of students on-track for meeting A-G requirements from previous year from the previous year for the comprehensive high school
6. CTE Cluster completion rates increase by 2% from prior year
7. EAP Readiness Results for ELA and Math will improve by 2% from previous year and by 3% for targeted subgroups

8. Percentage of Pupils who have passed an advanced placement test with a score of 3 or higher increased to 32%
9. API increase of 1 point district-wide, at every site, and in every targeted subgroup from previous year

Goal:

Students will receive high quality instruction and intervention to eliminate the achievement gap.

Identified Need:

ELA and Math proficiency results, CAHSEE results, and Honors/AP Course Participation reveal a clear achievement gap:

1. 2013 CST/CMA data reflects a proficiency level of 65.9% for ELA with lower proficiency percentages for the following subgroups: English Learners (53.5%), SED (55.6%), and Hispanic (48.7%). 2013 CST/CMA data reflects a proficiency level of 66.7% for Math with lower proficiency percentages for the following subgroups: English Learners (62.3%), SED (58.5%), and Hispanic (43%).
2. 2013 CAHSEE ELA passage rates for March Census are: All students (80%), Asian (81%), Hispanic (73%), English Learner (48%), and Socially Economically Disadvantaged (73%). 2013 CAHSEE Math passage rates for March Census are: All students (91%), Asian (98%), Hispanic (81%), English Learner (83%), and Socially Economically Disadvantaged (90%).
3. The following are the percentage of students in one or more honors class school-wide and for targeted subgroups at the middle school level: All students (17.1%, *209 of 1222 students*), Hispanic (7.2%, *31 of 433 students*), English Learner (0%, *0 of 249 students*), Low Income (9.5%, *65 of 683 students*) and R-FEP (15.6%, *104 of 667 students*). The following are the percentage of students in one or more honors/AP class school-wide and for targeted subgroups at the comprehensive high school level: All students (41.2%, *732 of 1778 students*), Hispanic (16.5%, *91 of 553 students*), English Learner (11.6%, *34 of 292 students*), Low Income (36.7%, *378 of 1031 students*) and R-FEP (60%, *400 of 667 students*).

Identified Metric:

1. SBAC Summative Assessment Results
2. "On-time" progress of ELs toward English Proficiency
3. EL reclassification rate

- 4. Other Student Outcomes: CAHSEE
- 5. Honors/AP Course Participation

Related State and Local Priorities: State: Pupil achievement; Other pupil outcomes	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

- 1. SBAC Baseline Summative Data established for ELA and Math
- 2. "On-Time" progress of ELs toward English Proficiency (CELDT Criterion) improves from 52% to 55%
- 3. EL Reclassification Rate Improves from 15.2% to 16.2%
- 4. CAHSEE Passage Percentages for ELA and Math will increase by 2% from previous year school-wide and for these subgroups: English Learners and Hispanic students
- 5. Honors/AP Course Participation will increase by 2% from previous year for under-represented subgroups at middle school and comprehensive high school

Year 2015-16:

- 1. Improve proficiency in ELA and Math by 2% district-wide and by 3% for targeted subgroups based on baseline SBAC summative data from previous year
- 2. "On-Time" progress of ELs toward English Proficiency (CELDT Criterion) improves from 55% to 58%
- 3. EL Reclassification Rate Improves from 16.2% to 17.2%

4. CAHSEE Passage Percentages for ELA and Math will increase by 2% from previous year school-wide and for these subgroups: English Learners and Hispanic students
5. Honors/AP Course Participation will increase by 2% from previous year for under-represented subgroups at middle school and comprehensive high school

Year 2016-17:

1. Improve proficiency in ELA and Math by 2% district-wide and by 3% for targeted subgroups based on baseline SBAC summative data from previous year
2. "On-Time" progress of ELs toward English Proficiency (CELDT Criterion) improves from 58% to 60%
3. EL Reclassification Rate Improves from 17.2% to 18.2%
4. CAHSEE Passage Percentages for ELA and Math will increase by 2% from previous year school-wide and for these subgroups: English Learners and Hispanic students
5. Honors/AP Course Participation will increase by 2% from previous year for under-represented subgroups at middle school and comprehensive high school

Goal:

Students will have an equal opportunity to learn and succeed in a culturally responsive, engaging, and physically and emotionally safe environment.

Identified Need:

Although school attendance rates are good (ranging from 96.4% to 99.7% at each site), the percentage of chronically absent students in 2012-2013, 5.29% (284 of 5369 students), can be improved upon. Of these 284 chronically absent students, 21% were English Learners, 63% were low income, and 60.9% were Hispanic.

The cohort graduation rates for the class of 2011-2012 at SGUSD's comprehensive high school were the following: All Students (91.3%), Hispanic (93.2%), SED (90.6%), English Learners (78.4%) and Special Education (73.3%). The cohort dropout rates for the class of 2011-2012 at SGUSD's comprehensive high school were: All Students (4.8%), Hispanic (2.7%), SED (4.7%), and English Learners (12.9%).

The 2012-2013 district-wide suspension rate was 2.6% (157 students) and the expulsion rate was .03% (2 students). Of the 157 students suspended, 61% were Hispanic, 35.7% were English Learner, 75% were SED, and 4.2% were Special Education.

The 2013-2014 school climate/bullying survey (taken by 4th-8th grade students, 10th grade students, and 12th grade students annually) indicates the following: 83.5% of elementary students feel “very safe” or “safe” at school; 72% of elementary students, 68% of middle school students, and 81.8% of high school students had not been bullied during the 2013-2014 school year.

Identified Metric:

1. School Facilities in Good Repair
2. School Attendance
3. Chronic Absenteeism
4. Middle School Dropout Rate
5. High School Dropout
6. High School Graduation
7. Student Suspension Rates
8. Student Expulsion rates
9. School Climate/Bullying Survey

Related State and Local Priorities:	Applicable Student Subgroup(s):	School(s) Affected:
State: Basic; Pupil engagement; School climate	All	All

What will be different/improved for students?

Year 2014-15:

1. 100% of School Facilities in Good Repair
2. School Attendance Rates will maintain current levels between 96-100%
3. Chronic Absenteeism will decrease from 5.29% to 5%
4. Maintain lower than a 1% Middle School Dropout Rate
5. High School Cohort Dropout rate will decrease to 4.5%
6. High School Cohort Graduation rate will increase to 91.5%
7. Student Suspension Rates will decrease to 2.5% and the number of students suspended in the SED and Hispanic subgroup will decrease by 3% in the prior year
8. Student Expulsion Rates will be maintained at lower than 1%
9. School Climate/Bullying Survey percentage of elementary students who feel “safe” or “very safe” will increase by 2% from prior year and the percentage of elementary and secondary students who have not been bullied will increase by 2% from prior year.

Year 2015-16:

1. 100% of School Facilities in Good Repair
2. School Attendance Rates will maintain current levels between 96-100%
3. Chronic Absenteeism will decrease from 5% to 4.5%
4. Maintain lower than a 1% Middle School Dropout Rate
5. High School Cohort Dropout rate will decrease to 4.2%

6. High School Cohort Graduation rate will increase to 93%
7. Student Suspension Rates will decrease to 2.5% and the number of students suspended in the SED and Hispanic subgroup will decrease by 3% from the prior year
8. Student Expulsion Rates will be maintained at lower than 1%
9. School Climate/Bullying Survey percentage of elementary students who feel “safe” or “very safe” will increase by 2% from prior year and the percentage of elementary and secondary students who have not been bullied will increase by 2% from prior year.

Year 2016-17:

1. 100% of School Facilities in Good Repair
2. School Attendance Rates will maintain current levels between 96-100%
3. Chronic Absenteeism will decrease from 4.5% to 4%
4. Maintain lower than a 1% Middle School Dropout Rate
5. High School Cohort Dropout rate will decrease to 4%
6. High School Cohort Graduation will increase to 95%
7. Student Suspension Rates will decrease to 2.5% and the number of students suspended in the SED and Hispanic subgroup will decrease by 3% from the prior year
8. Student Expulsion Rates will be maintained at lower than 1%
9. School Climate/Bullying Survey percentage of elementary students who feel “safe” or “very safe” will increase by 2% from prior year and the percentage of elementary and secondary students who have not been bullied will increase by 2% from prior year.

Goal:

Students will benefit from improved family and community engagement.

Identified Need:

School sites struggle to have parent representatives on site committees, such as School Site Council, English Learner Advisory Council, and Parent Teacher Association groups. The district also struggles to have parent and community representatives on district committees, such as District English Learner Advisory Council, District School Leadership Team, and Superintendent’s Parent Advisory Committee. Attendance at parent education workshop/seminars is low. Specifically, the families of our unduplicated students (low income, EL, and foster youth) are under-represented on these committees and attend parent education workshops/seminars at a lower rate. Currently, the AERIES Parent Portal that houses secondary student grades for each course is accessed by 43% of secondary parents and is utilized by 36.5% of the secondary teachers.

Identified Metric:

1. Parent Education Workshop/Seminar and Parent Event Attendance
2. School and District Committee Rosters
3. Parent Event/Workshop Evaluation
4. Parent Communication Delivery Methods

Related State and Local Priorities: State: Parent involvement	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

1. Parent Workshop/Seminar Attendance will be tracked at all school sites in year one to determine baseline data.
2. School and District Committee Rosters will be used to determine baseline demographic composition of committees.
3. Parent Event/Workshop evaluations will be tracked at school sites in year one to determine baseline data.

4. 50% of secondary parents will access parent portal, 50% of all parents will submit accurate email addresses to schools, and 40% of secondary teachers will use AERIES grade-book linked to parent portal

Year 2015-16:

1. Increased Parent Workshop/Seminar Attendance by 10% at each school site from the previous year.
2. School and District Committee rosters will more accurately reflect school or district demographics from previous year.
3. Parent Event/Workshop Satisfaction Rating on evaluations will increase by 10% from previous year
4. 60% of secondary parents will access parent portal, 60% of all parents will submit accurate email addresses to schools, and 60% of secondary teachers will use AERIES grade-book linked to parent portal

Year 2016-17:

1. Increased Parent Workshop/Seminar Attendance by 10% at each school site from the previous year.
2. School and District Committee rosters will better reflect school or district demographics from previous year.
3. Parent Event/Workshop Satisfaction Rating on evaluations will increase by 10% from previous year
4. 70% of secondary parents will access parent portal, 70% of all parents will submit accurate email addresses to schools, and 80% of secondary teachers will use AERIES grade-book linked to parent portal

Section 3: Actions, Services, and Expenditures

Goal:

Students will be college and career ready.

Related State and Local Priorities:

State: Basic; Implementation of State Standards; Course access; Pupil achievement

A. Annual Actions

Actions and Services: Maintain highly qualified teachers in all grades and subject areas.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$15,794,335	\$16,110,222	\$16,432,426	LCFF 01.0-00000.0	
Action/Service Total:	\$15,794,335	\$16,110,222	\$16,432,426		

Actions and Services: Purchase CCSS-aligned ELA/ELD/Math core instructional materials within 1-2 years of availability.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Materials	\$401,935	\$401,935	\$401,935	CCSS Implementation Funds (Year 1) 01.0-74050.0, LCFF (Years 2 and 3) 01.0-00000.0	
Action/Service Total:	\$401,935	\$401,935	\$401,935		

Actions and Services: Provide professional development on CCSS-aligned ELA/ELD/Math core materials as they are purchased.	
Level of Service: LEA-Wide	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$10,000	\$10,000		

Actions and Services: Provide in-depth CCSS, UC A-G, post-secondary options, college admissions and financial aid parent education workshops

in collaboration with community organizations.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Supplies and Services	\$0	\$2,500	\$2,500	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$2,500	\$2,500		

Actions and Services: Develop a CCSS professional development needs assessment for all core subject areas to determine in-depth areas of training needed, including but not limited to the following: technology integration, curriculum development, and/or assessment development. Provide training as needed.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$0	\$10,000	\$10,000		

Actions and Services: Purchase technology hardware and software to support CCSS instruction and SBAC delivery.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Technology	\$504,265	\$150,000	\$150,000	CCSS Implementation Funds (Year 1) 01.0-74050.0, LCFF (Years 2 and 3) 01.0-00000.0	
Action/Service Total:	\$504,265	\$150,000	\$150,000		

Actions and Services: Evaluate IT staffing needs essential to CCSS and SBAC implementation, and increase as needed.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
IT Staffing	\$0	\$50,000	\$50,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$50,000	\$50,000		

Actions and Services: Investigate barriers to UC/CSU A-G completion rates and develop a plan to reduce these obstacles.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Services	\$5,000	\$5,000	\$5,000	LCFF 01.0-00000.0	
Action/Service Total:	\$5,000	\$5,000	\$5,000		

Actions and Services: Increase UC/CSU A-G credit recovery opportunities.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Personnel	\$5,000	\$10,000	\$15,000	LCFF 01.0-00000.0	
Action/Service Total:	\$5,000	\$10,000	\$15,000		

Actions and Services: Provide opportunities for vertical team articulation between elementary and middle schools, and middle and high school.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Personnel (Subs)	\$0	\$23,000	\$23,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$23,000	\$23,000		

Actions and Services: Review current graduation requirements and move towards greater alignment to UC/CSU A-G course requirements.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Maintain middle and high school counseling staffing ratios and increase vertical articulation between middle and high school counseling staff as a means to develop college and career readiness among students as early as 6th grade.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Secondary Counselors' Salaries and Benefits	\$870,960	\$888,379	\$906,147	LCFF 01.0-00000.0	
Action/Service Total:	\$870,960	\$888,379	\$906,147		

B. Additional Annual Actions

Actions and Services: Purchase CCSS-aligned ELD supplementary instructional and intervention materials within 1-2 years of availability.

Student Group(s): English learners

Level of Service: Targeted	Years: Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Supplemental Instructional Materials	\$0	\$50,000	\$50,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$0	\$50,000	\$50,000		

Actions and Services: Purchase CCSS-aligned ELA and Math supplementary instructional and intervention materials to meet intervention needs.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Supplementary Instructional Materials	\$0	\$100,000	\$100,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$0	\$100,000	\$100,000		

Actions and Services: Provide professional development on CCSS-aligned ELA/Math/ELD supplementary instructional and intervention materials.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$10,000	\$10,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$0	\$10,000	\$10,000		

Actions and Services: Ensure low income, EL, RFEP and foster youth students have improved access to technology through increased availability of computer labs and media centers outside of regular school day at the middle school and comprehensive high school, explore expansion of technology access to elementary schools in year 2 and year 3, and investigate partnering with community organizations to accomplish this task.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Certificated Extra Duty	\$30,000	\$102,000	\$104,040	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$30,000	\$102,000	\$104,040		

Actions and Services: Train counselors and teachers on recruiting under-represented subgroups for enrollment in Honors/AP courses and develop an interest inventory to determine next steps in increased course offerings.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$5,000	\$5,000	\$5,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$5,000	\$5,000	\$5,000		

Actions and Services: Increase Honors/AP course offerings and participation for under-represented subgroups and provide teacher and student support to ensure student success in these courses.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$0	\$30,000	\$60,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$0	\$30,000	\$60,000		

Actions and Services: Increase 0/7th period offerings for targeted under-performing students in order to provide intervention and/or greater access to VAPA, ROP/CTE and UC/CSU A-G courses at comprehensive high school.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$30,000	\$45,000	\$75,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$30,000	\$45,000	\$75,000		

Actions and Services: Provide extended learning opportunities (during summer school) for under-performing English learners, reclassified English learners, low income, and foster youth	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$105,000	\$107,100	\$109,242	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$105,000	\$107,100	\$109,242		

Actions and Services: Fund AP exam fees for low income students so that exam fees are not an obstacle to taking the AP course or exam	
Student Group(s): Low income pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Services	\$50,000	\$50,000	\$50,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$50,000	\$50,000	\$50,000		

Goal:

Students will receive high quality instruction and intervention to eliminate the achievement gap.

Related State and Local Priorities:
State: Pupil achievement; Other pupil outcomes

A. Annual Actions

Actions and Services: Follow state required grade span adjustments for grades K-3 with an emphasis on accelerating the gap reduction for

earlier grades (K-1).

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$480,000	\$720,000	\$960,000	LCFF 01.0-00000.0	
Action/Service Total:	\$480,000	\$720,000	\$960,000		

Actions and Services: Develop and implement an orientation model for the transition years (grades K, 6, 9)

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Extra Duty	\$0	\$15,750	\$16,065	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$15,750	\$16,065		

Actions and Services: Develop and implement 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.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Train teachers and administrators on collaboration protocols that lead to student data discussions, data-driven instructional decisions, and sharing of research-based practices.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$10,000	\$10,000		

Actions and Services: Update the Student Study Team (SST) process district-wide to ensure it consistently meets the needs of general education students.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Define and implement district-wide expectations for ELA/ELD and Math Tier I, Tier II and Tier III instruction and intervention, purchase necessary research based tools, provide on-going training, and monitor fidelity of implementation.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Supplies and Services	\$10,000	\$100,000	\$5,000	LCFF 01.0-00000.0	
Action/Service Total:	\$10,000	\$100,000	\$5,000		

Actions and Services: 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.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salary and Benefits	\$0	\$345,000	\$351,900	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$345,000	\$351,900		

Actions and Services: Develop a K-5 expectation guide for high quality differentiated literacy instruction and intervention and for the consistent use of progress monitoring tools and provide training in this area for all K-5 teachers and administrators

Level of Service: LEA-Wide

Years: Year 2

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: 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.

Level of Service: LEA-Wide

Years: Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Investigate ELA research-based small group instruction tools, 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 group and train all teachers in the use of these tools to build capacity for small group instruction.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Materials	\$5,000	\$50,000	\$50,000	LCFF 01.0-00000.0	
Action/Service Total:	\$5,000	\$50,000	\$50,000		

B. Additional Annual Actions

Actions and Services: Develop and implement a model of instructional support for newcomer English Learner students K-12.	
Student Group(s): English learners	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Classified and/or Certificated salaries	\$0	\$89,280	\$91,066	LCFF Targeted 01.0- 07090.0	
Action/Service Total:	\$0	\$89,280	\$91,066		

Actions and Services: Provide extended learning opportunities (before school and after school) for under-performing English learners, reclassified English learners, low income, and foster youth	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Extra Duty	\$100,000	\$102,000	\$104,040	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$100,000	\$102,000	\$104,040		

Actions and Services: Investigate expansion of academic based extra-curricular and co-curricular programs, such as Elementary Speech and Debate program, specifically targeted at English Learners, low income, RFEPs, and foster youth	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Maintain existing middle school AVID program, specifically targeted at English Learners, low income, RFEPs, and investigate expansion of the AVID program, specifically targeted at English Learners, low income, RFEPs, and investigate implementing this program at other interested sites.
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Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Certificated and Classified Salaries and Benefits	\$18,500	\$36,000	\$36,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$18,500	\$36,000	\$36,000		

Actions and Services: Maintain ELD double blocks at middle school and high school, increase ELD course offerings, and provide instructional support for English Learners and R-FEPs in core subject areas.	
Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$80,000	\$120,000	\$160,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$80,000	\$120,000	\$160,000		

Actions and Services: Track and monitor R-FEP student achievement for two school years after reclassification date and provide intervention and support services when needed.	
Student Group(s): Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Provide CAHSEE Intensive Instruction and Intervention during the school day.
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Level of Service: Targeted	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefits	\$30,000	\$30,000	\$30,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$30,000	\$30,000	\$30,000		

Actions and Services: Increase Middle School 9th period course offerings in order to provide intervention for under-performing low income, foster youth, English Learners and R-FEP students during the school day.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries and Benefit	\$15,000	\$30,000	\$45,000	LCFF Targeted 01.0-07090.0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$15,000	\$30,000	\$45,000		

Goal:

Students will have an equal opportunity to learn and succeed in a culturally responsive, engaging, and physically and emotionally safe environment.

Related State and Local Priorities:

State: Basic; Pupil engagement; School climate

A. Annual Actions

Actions and Services: Identify and track chronically absent students and determine reasons for absenteeism; develop appropriate intervention plan

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Development					
Action/Service Total:	\$0	\$5,000	\$5,000		

Actions and Services: Review historical achievement data, attendance data, and behavioral data, for dropouts to determine predictors and develop appropriate intervention plan

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$5,000	\$5,000		

Actions and Services: Develop an improved, progressive, and developmentally appropriate discipline plan, that includes teacher and counselor training, in order to provide other means of correction, such as restorative justice

Level of Service: LEA-Wide	Years: Year 1; Year 2
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$5,000	\$5,000		

Actions and Services: Develop a prioritized site-specific facilities improvement plan that addresses safety concerns	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Facility Maintenance	\$500,000	\$500,000	\$500,000	LCFF 01.0-00000.0	
Action/Service Total:	\$500,000	\$500,000	\$500,000		

Actions and Services: As facility space increases, a re-evaluation of maintenance staffing must occur to determine adequacy.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Review and revise process for GATE Identification and communicate the process to teachers	
Level of Service: LEA-Wide	Years: Year 1

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Train teachers on positive behavior intervention and support, culturally responsive pedagogy, and anti-bullying strategies.	
Level of Service: LEA-Wide	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0	
Action/Service Total:	\$0	\$5,000	\$5,000		

B. Additional Annual Actions

Actions and Services: Hire elementary counselors to support positive student behavior intervention, deliver parenting skill classes, improve student life skills, and encourage extra-curricular and co-curricular participation for under-represented groups.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Counselor Salaries and Benefits	\$100,000	\$200,000	\$300,000	LCFF Targeted 01.0-07090.0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$100,000	\$200,000	\$300,000		

Goal:

Students will benefit from improved family and community engagement.

Related State and Local Priorities:

State: Parent involvement

A. Annual Actions

Actions and Services: The district will develop a parent needs assessment, based on the CDE Family Engagement Framework, to assess the degree to which the current school environment is parent friendly, to inform the development of parent education offerings, and to remove the barriers that limit parent involvement.

Level of Service: LEA-Wide

Years: Year 1

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

Actions and Services: Based on the parent needs assessment, the district will develop increased quality opportunities for parent involvement and remove barriers that limit participation.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Classified Extra Duty	\$4,880	\$4,978	\$5,077	LCFF 01.0-00000.0	
Action/Service Total:	\$4,880	\$4,978	\$5,077		

Actions and Services: School sites will implement family nights and events, with the help of community partners, for the purpose of engaging families within the local school community.

Level of Service: LEA-Wide

Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Supplies and Services	\$0	\$16,000	\$16,000	LCFF 01.0-00000.0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$0	\$16,000	\$16,000		

Actions and Services: Improve home-school digital communication (email, website, and parent portal).	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:					

B. Additional Annual Actions

Actions and Services: The district will investigate ways to use more effectively existing Spanish, Mandarin, and Cantonese community liaisons for parent outreach and oral/written translation in order to determine any additional professional development and staffing needs in these areas.	
Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$0	\$5,000	\$5,000	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$0	\$5,000	\$5,000		

Actions and Services: Schools sites will actively recruit more families of low income, English Learner, and Reclassified English Learner students to participate in school/district events and committees and will provide oral translation in the dominant primary languages.	
Student Group(s): Low income pupils; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development and Services	\$4,880	\$4,978	\$5,077	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$4,880	\$4,978	\$5,077		

Actions and Services: The district will improve communication with families of English Learners and RFEP students by consistently providing parent education, and notification materials/letters in the dominant primary languages of the parents (Spanish and Chinese in year 1 with the addition of Vietnamese in years 2 and 3), using formatting that increases parent understanding and improves parent access to information.	
Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Classified Salaries and Benefits	\$95,587	\$121,874	\$124,311	LCFF Targeted 01.0-07090.0	
Action/Service Total:	\$95,587	\$121,874	\$124,311		

C. Concentration and Supplemental Funds:

The San Gabriel Unified School District, a district with an enrollment of over 55% unduplicated students, believes that outstanding first instruction is the most important determinant of student academic success. To this end, SGUSD has chosen to use our proportionate share of the total LCFF increase currently estimated at \$2,869,305 in supplemental and concentration funding to enhance exemplary first instruction. The district is committed to hiring and retaining highly qualified teachers and reducing class size K-3 so that teachers can maximize their time with each and every student. Class size reduction K-3 enables teachers to meet all of the diverse educational and behavioral needs of the students within their classrooms at this early age. Class size reduction benefits under performing students, low income students, English learners, reclassified fluent English proficient students, and foster youth, as well as the general student population. In addition to an exemplary first instruction program (Tier I), SGUSD strives to provide structured strategic (Tier II) and intensive (Tier III) academic and behavioral

intervention and services to meet the academic and social/emotional needs of students. These expenditures will primarily benefit the most at-risk students, including low income students, English learners, reclassified fluent English proficient students, and foster youth, but will also be available to all students within the district. District-wide implementation of these practices will not only have a positive impact on the learning environment and climate of each of our schools, but also will have an increased positive impact on the unduplicated pupils.

Specifically, SGUSD has chosen to utilize additional LCFF funding in the following ways district-wide. For each district-wide action or service, a description and justification of the use has been provided:

1. Maintain highly qualified teachers-- A portion of the funding is allocated to provide increased compensation to teachers. Providing competitive salaries ensures SGUSD's ability to attract and retain high quality teachers.
2. Decrease class size K-3-- Class size reduction enables teachers to meet all of the diverse educational and behavioral needs of the students within their classrooms, especially in the critical early years. Class size reduction benefits under performing students, low income students, English learners, reclassified fluent English proficient students, and foster youth, as well as the general student population.
3. Purchase CCSS aligned ELD/ELA and Math instructional materials—CCSS aligned Instructional Materials are tools used to provide exemplary first instruction to all students, including our unduplicated students.
4. Provide Professional development in CCSS, ELD/ELA and Math and in academic and behavioral strategic (Tier II) and intensive (Tier III) intervention/support—Professional development for all teachers helps ensure exemplary first instruction and strategic and intensive support for all students, including unduplicated students
5. Support technology instruction and infrastructure-- Increased access and exposure to technology within the school day will help all students with the CCSS aligned assessments and CCR, most especially low income students who may not have access to technology at home.
6. Complete deferred maintenance projects in priority order—having a safe learning environment is a benefit to all students, including our unduplicated students.
7. Improve social, emotional, and academic services for secondary students through school counselor services—having middle and high school counselors benefits all students' emotional and academic growth, but most especially those who need extra support, guidance and encouragement to take challenging coursework, especially our unduplicated students.

8. Increase structured strategic (Tier I) and intensive (Tier II) academic and behavioral intervention/support within the regular school day through additional staff, small group instruction tools and professional development—RTI is a system and process that allows the needs of under-performing students to be met, including unduplicated students.

In addition, SGUSD has chosen to utilize additional LCFF funding in the following ways targeted toward our unduplicated count of students:

1. Purchase CCSS-aligned supplementary ELA/ELD and Math instructional and intervention materials
2. Provide CCSS-aligned professional development in the area of supplementary ELA/ELD and Math instructional and intervention materials
3. Increase of Before-school, After-school and Summer school extended learning opportunities
4. Increase of 0/7th/9th period course offerings
5. Increase access to AP courses for unduplicated students and provide AP exam fee assistance to low income students
6. Increase Instructional support for newcomer English learner students K-12
7. Increase ELD course offerings and instructional support
8. Increase elementary school counselors
9. Improve parent outreach and home/school communication through increased services by and professional development for community liaisons
10. Increase access to school site media centers/computer labs outside of the regular school day to help improve equitable access to technology
11. Maintain (and possibly expand) the AVID program

D. Proportionality of Services:

The San Gabriel Unified School District (SGUSD) recognizes the need to improve achievement outcomes for our most at-risk students, specifically our low income students, foster youth, English learners, and Reclassified English fluent proficient students. The proportionality requirement for SGUSD is 8.13%. The following actions meet and exceed that proportionality requirement because they are above and beyond what is being provided to all students, and they are above and beyond what was provided to our unduplicated pupils in 2013-2014:

1. Purchase CCSS-aligned supplementary ELD instructional and intervention materials
2. Provide CCSS-aligned professional development in the area of supplementary ELD instructional and intervention materials
3. Increase Before-school, After-school and Summer school extended learning opportunities
4. Improve Instructional support for newcomer English learner students K-12
5. Increase ELD course offerings and instructional support
6. Increase elementary school counselors
7. Improve parent outreach by community liaisons
8. Increase access to school site media centers/computer labs outside of the regular school day to help improve equitable access to technology

Expenditures and Funding Sources				
Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
A. Annual Actions				
Goal: College and Career Ready Students				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Maintain highly qualified teachers in all grades and subject areas.				
Teacher Salaries and Benefits	\$15,794,335	\$16,110,222	\$16,432,426	LCFF 01.0-00000.0
Action/Service Subtotal:	\$15,794,335	\$16,110,222	\$16,432,426	
Action/Service: Purchase CCSS-aligned ELA/ELD/Math core instructional materials within 1-2 years of availability.				
Instructional Materials	\$401,935	\$401,935	\$401,935	CCSS Implementation Funds (Year 1) 01.0-74050.0, LCFF (Years 2 and 3) 01.0-00000.0
Action/Service Subtotal:	\$401,935	\$401,935	\$401,935	
Action/Service: Provide professional development on CCSS-aligned ELA/ELD/Math core materials as they are purchased.				
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$10,000	\$10,000	
Action/Service: Provide in-depth CCSS, UC A-G, post-secondary options, college admissions and financial aid parent education workshops in collaboration with community organizations.				
Supplies and Services	\$0	\$2,500	\$2,500	LCFF 01.0-00000.0

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$0	\$2,500	\$2,500	
Action/Service: Develop a CCSS professional development needs assessment for all core subject areas to determine in-depth areas of training needed, including but not limited to the following: technology integration, curriculum development, and/or assessment development.				
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$10,000	\$10,000	
Action/Service: Purchase technology hardware and software to support CCSS instruction and SBA...				
Technology	\$504,265	\$150,000	\$150,000	CCSS Implementation Funds (Year 1) 01.0-74050.0, LCFF (Years 2 and 3) 01.0-00000.0
Action/Service Subtotal:	\$504,265	\$150,000	\$150,000	
Action/Service: Evaluate IT staffing needs essential to CCSS and SBAC implementation, and inc...				
IT Staffing	\$0	\$50,000	\$50,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$50,000	\$50,000	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Investigate barriers to UC/CSU A-G completion rates and develop a plan to red...				
Services	\$5,000	\$5,000	\$5,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$5,000	\$5,000	\$5,000	
Action/Service: Increase UC/CSU A-G credit recovery opportunities.				
Personnel	\$5,000	\$10,000	\$15,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$5,000	\$10,000	\$15,000	
Action/Service: Provide opportunities for vertical team articulation between elementary and m...				
Personnel (Subs)	\$0	\$23,000	\$23,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$23,000	\$23,000	
Action/Service: Review current graduation requirements and move towards greater alignment to ...				
Action/Service Subtotal:				
Action/Service: Maintain middle and high school counseling staffing ratios and increase verti...				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Secondary Counselors' Salaries and Benefits	\$870,960	\$888,379	\$906,147	LCFF 01.0-00000.0
Action/Service Subtotal:	\$870,960	\$888,379	\$906,147	
Goal: Achievement Gap				
Action/Service: Follow state required grade span adjustments for grades K-3 with an emphasis ...				
Teacher Salaries and Benefits	\$480,000	\$720,000	\$960,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$480,000	\$720,000	\$960,000	
Action/Service: Develop and implement an orientation model for the transition years (grades K...				
Teacher Extra Duty	\$0	\$15,750	\$16,065	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$15,750	\$16,065	
Action/Service: Develop and implement a collaboration time model at elementary and middle sch...				
Action/Service Subtotal:				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Train teachers and administrators on collaboration protocols that lead to stu...				
Professional Development	\$0	\$10,000	\$10,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$10,000	\$10,000	
Action/Service: Update the Student Study Team (SST) process district-wide to ensure it consis...				
Action/Service Subtotal:				
Action/Service: Define and implement district-wide expectations for ELA/ELD and Math Tier I, ...				
Supplies and Services	\$10,000	\$100,000	\$5,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$10,000	\$100,000	\$5,000	
Action/Service: Build master schedules at all grade levels to accommodate ELA/ELD and Math Ti...				
Teacher Salary and Benefits	\$0	\$345,000	\$351,900	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$345,000	\$351,900	
Action/Service: Develop a K-5 expectation guide for high quality differentiated literacy inst...				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:				
Action/Service: Conduct walk-throughs of K-5 classrooms to check fidelity of implementation o...				
Action/Service Subtotal:				
Action/Service: Investigate ELA research-based small group instruction tools, invest in tools...				
Instructional Materials	\$5,000	\$50,000	\$50,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$5,000	\$50,000	\$50,000	
Goal: Safe Environment				
Action/Service: Identify and track chronically absent students and determine reasons for abse...				
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$5,000	\$5,000	
Action/Service: Review historical achievement data, attendance data, and behavioral data, for...				
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$0	\$5,000	\$5,000	
Action/Service: Develop an improved, progressive, and developmentally appropriate discipline ...				
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$5,000	\$5,000	
Action/Service: Develop a prioritized site-specific facilities improvement plan that addresse...				
Facility Maintenance	\$500,000	\$500,000	\$500,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$500,000	\$500,000	\$500,000	
Action/Service: As facility space increases, a re-evaluation of maintenance staffing must occ...				
Action/Service Subtotal:				
Action/Service: Review and revise process for GATE Identification and communicate the process...				
Action/Service Subtotal:				
Action/Service: Train teachers on positive behavior intervention and support, culturally resp...				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Professional Development	\$0	\$5,000	\$5,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$5,000	\$5,000	
Goal: Family and Community Engagement				
Action/Service: The district will develop a parent needs assessment, based on the CDE Family ...				
Action/Service Subtotal:				
Action/Service: Based on the parent needs assessment, the district will develop increased qua...				
Classified Extra Duty	\$4,880	\$4,978	\$5,077	LCFF 01.0-00000.0
Action/Service Subtotal:	\$4,880	\$4,978	\$5,077	
Action/Service: School sites will implement family nights and events, with the help of commun...				
Supplies and Services	\$0	\$16,000	\$16,000	LCFF 01.0-00000.0
Action/Service Subtotal:	\$0	\$16,000	\$16,000	
Action/Service: Improve home-school digital communication (email, website, and parent portal).				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:				
B. Additional Annual Actions				
Goal: College and Career Ready Students				
Action/Service: Purchase CCSS-aligned ELD supplementary instructional and intervention materi...				
Supplemental Instructional Materials	\$0	\$50,000	\$50,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$0	\$50,000	\$50,000	
Action/Service: Purchase CCSS-aligned ELA and Math supplementary instructional and interventi...				
Supplementary Instructional Materials	\$0	\$100,000	\$100,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$0	\$100,000	\$100,000	
Action/Service: Provide professional development on CCSS-aligned ELA/Math/ELD supplementary i...				
Professional Development	\$0	\$10,000	\$10,000	LCFF Targeted 01.0-07090.0

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$0	\$10,000	\$10,000	
Action/Service: Ensure low income, EL, RFEP and foster youth students have improved access to...				
Certificated Extra Duty	\$30,000	\$102,000	\$104,040	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$30,000	\$102,000	\$104,040	
Action/Service: Train counselors and teachers on recruiting under-represented subgroups for e...				
Professional Development	\$5,000	\$5,000	\$5,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$5,000	\$5,000	\$5,000	
Action/Service: Increase Honors/AP course offerings and participation for under-represented s...				
Teacher Salaries and Benefits	\$0	\$30,000	\$60,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$0	\$30,000	\$60,000	
Action/Service: Increase 0/7th period offerings for targeted under-performing students in ord...				
Teacher Salaries and Benefits	\$30,000	\$45,000	\$75,000	LCFF Targeted 01.0-07090.0

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$30,000	\$45,000	\$75,000	
Action/Service: Provide extended learning opportunities (during summer school) for under-perf...				
Teacher Salaries and Benefits	\$105,000	\$107,100	\$109,242	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$105,000	\$107,100	\$109,242	
Action/Service: Fund AP exam fees for low income students so that exam fees are not an obstac...				
Services	\$50,000	\$50,000	\$50,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$50,000	\$50,000	\$50,000	
Goal: Achievement Gap				
Action/Service: Develop and implement a model of instructional support for newcomer English L...				
Classified and/or Certificated salaries	\$0	\$89,280	\$91,066	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$0	\$89,280	\$91,066	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Provide extended learning opportunities (before school and after school) for ...				
Teacher Extra Duty	\$100,000	\$102,000	\$104,040	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$100,000	\$102,000	\$104,040	
Action/Service: Investigate expansion of academic based extra-curricular and co-curricular pr...				
Action/Service Subtotal:				
Action/Service: Maintain existing middle school AVID program, specifically targeted at Englis...				
Certificated and Classified Salaries and Benefits	\$18,500	\$36,000	\$36,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$18,500	\$36,000	\$36,000	
Action/Service: Maintain ELD double blocks at middle school and high school, increase ELD cou...				
Teacher Salaries and Benefits	\$80,000	\$120,000	\$160,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$80,000	\$120,000	\$160,000	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Track and monitor R-FEP student achievement for two school years after reclas...				
Action/Service Subtotal:				
Action/Service: Provide CAHSEE Intensive Instruction and Intervention during the school day.				
Teacher Salaries and Benefits	\$30,000	\$30,000	\$30,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$30,000	\$30,000	\$30,000	
Action/Service: Increase Middle School 9th period course offerings in order to provide interv...				
Teacher Salaries and Benefit	\$15,000	\$30,000	\$45,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$15,000	\$30,000	\$45,000	
Goal: Safe Environment				
Action/Service: Hire elementary counselors to support positive student behavior intervention,...				
Counselor Salaries and Benefits	\$100,000	\$200,000	\$300,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$100,000	\$200,000	\$300,000	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Goal: Family and Community Engagement				
Action/Service: The district will investigate ways to use more effectively existing Spanish, ...				
Professional Development	\$0	\$5,000	\$5,000	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$0	\$5,000	\$5,000	
Action/Service: Schools sites will actively recruit more families of low income, English Lear...				
Professional Development and Services	\$4,880	\$4,978	\$5,077	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$4,880	\$4,978	\$5,077	
Action/Service: The district will improve communication with families of English Learners and...				
Classified Salaries and Benefits	\$95,587	\$121,874	\$124,311	LCFF Targeted 01.0-07090.0
Action/Service Subtotal:	\$95,587	\$121,874	\$124,311	