

**District Name:** Rosemead School  
District

**CD Code:** 19-64931

### LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

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

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

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

The LEA Plan Addendum must be submitted to the CDE no later than March 18, 2013. 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.

Utilized the DSLT, technical assistance from LACOE, reviewed State and Federal Accountability to determine groups of students that should be considered as high priority, administered the four State tools:

In amending the plan, *Education Code* Section 52055.57(b) requires that LEAs use the following state-developed tools to ensure key ESEA requirements identified above are addressed:

- **District Assistance Survey (DAS)** This survey is designed to reveal how a district supports schools across seven areas:

1) Standards-based Curriculum, Instruction, and Assessment; 2) Professional Development; 3) Human Resources; 4) Data Systems/Data Analysis/Ongoing Monitoring; 5) Parent and Community Involvement; 6) Fiscal Operations; and 7) Governance and Leadership.

- **School-level Academic Program Surveys (APS)**

This tool measures the presence of the nine Essential Program Components for Instructional Success at the school level. They are available for elementary, middle and high school levels and should be used in any underperforming school or school enrolling students whose achievement contributed to the district's PI designation.

- **English Learner Subgroup Self-Assessment (ELSSA)**

The ELSSA will help LEAs to analyze and revise their LEA Plan in order to improve outcomes for their English learners (EL).

- **Inventory of Services and Supports (ISS) for Students with Disabilities**

The ISS is designed to help districts examine their policies, procedures, and practices to gain a deeper understanding of students with disabilities learning needs. The tool is designed to provide a framework for the District Leadership Team to use that will enhance instructional programs for the district.

The result of these surveys indicated that the following areas need to be district-wide areas of focus:

1. Common materials in ELA, Math, and ELD aligned to CCSS
2. Common and sufficient instructional time for full implementation of core subjects, intervention, and ELD
3. Common pacing guides
4. District-wide benchmark assessments
5. Ensure that data is provided to teachers in a timely manner
6. District-wide system of collaboration
7. Multi-tiered intervention program
8. Professional development for teachers and administrators
9. Parent Involvement & Engagement
10. Technology

**The current LEA plan was not successful because:**

- The district does not have a multi-tiered intervention system in place
- The current ELA assessments are not directly aligned to CSTs
- District-wide consistent use of ELA formative and summative assessments have not occurred
- No formal formative and summative assessments to monitor progress of ELs in ELD
- A systematic approach to collaboration has not been established
- Adequate time for the systematic approach to collaboration has not been established

**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>.)

Anticipated annual performance growth for each significant subgroup in English Language Arts and Mathematics

**Anticipated annual performance growth for each group in English Language Arts:**

School-wide – Grow from 65.4% to 68.9% (SH)

Asian – Grow from 77.3% to 79.6% (SH)

Hispanic – Grow from 50.9% to 55.8% (SH)

English Learner – Grow from 53.5% to 58.2% (SH)

Socio-Economically Disadvantaged – Grow from 62.2% to 66% (SH)

Students With Disabilities – Grow from 38.2% to 44.4%

**Anticipated annual performance growth for each group in Mathematics:**

School-wide – Grow from 71.8% to 74.6% (SH)

Asian – Grow from 86.3% to 87.7% (SH)

Hispanic – Grow from 55.2% to 59.7% (SH)

English Learner – Grow from 70.4% to 73.4% (SH)

Socio-Economically Disadvantaged – Grow from 69.5% to 72.6% (SH)

Students With Disabilities – Grow from 49.5% to 54.6%

The expectations of this addendum is that all subgroups would meet the SH percentages on the new 2014-15 CCSS district benchmark assessments. This would show growth from where our students performed on the 2013 CSTs and the new district benchmark assessments. If available, we would expect to meet the new state and federal accountability measures aligned with CalMAPP. Monitoring would occur during the district Accountability Site meetings in Fall 2015.

**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.

Strategy 1: common materials in ELA, Math, and ELD aligned to CCSS

Strategy 2: common and sufficient instructional time for full implementation of core subjects, intervention, and ELD

Strategy 3: develop common pacing guides to ensure that students are able to show mastery of the grade level CCSS in ELA, math, and ELD

Strategy 4: develop district-wide benchmark assessments in ELA, math, and ELD

Strategy 5: Ensure that data is provided to teachers in a timely manner to ensure that data can guide instruction

Strategy 6: Develop a district-wide system of collaboration to ensure teachers have time to share best practices, analyze data, and align instruction

Strategy 7: Ensure that every school implements a multi-tiered intervention program

Strategy 8: Technology

Strategy 9: The district will provide teachers and administration with high quality professional development

Strategy 10: Parent Involvement & Engagement

Monitoring Implementation:

Current

Walkthroughs

Principal Summit reports to the DSLT and Board of Trustees

Monthly principal meetings

Accountability Reviews

AGB monitors collaboration time at the middle school

Monitoring attendance at professional development events and collaboration meetings

New

Submitting student achievement goals after summative assessments

Protocols for collaboration

Categorical budgets are aligned to action items in SPSAs  
Monitoring implementation at each DSLT  
Coaching support

**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 <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>Strategy 1: common materials in ELA, Math, and ELD aligned to CCSS Implementing Common Materials</p> <ul style="list-style-type: none"> <li>a. The Synced Solution – Action Learning Systems               <ul style="list-style-type: none"> <li>i. A scope and sequence will be developed that will modify our current ELA and Math adoptions materials in order to address the new common core state standards.</li> <li>ii. Scope and sequence will include strategies and materials specifically for special education, intervention, and EL students.</li> </ul> </li> <li>b. New CCSS Aligned Mathematics material adoption K-8</li> <li>c. ELD Materials (K-8) will need to be realigned to address the new CCSS.</li> <li>d. ELD materials for 6<sup>th</sup> grade which are aligned to Common Core needs to be purchased.</li> <li>e. Ensure that language arts text is sufficiently complex to meet the rigor of Common Core and purchase needed materials. Identify and purchase text titles for each grade level found in Appendix B of the CCSS to implement district-wide.</li> </ul> <p>Strategy 2: common and sufficient instructional time for full implementation of core subjects, intervention, and ELD</p> <ul style="list-style-type: none"> <li>a. Systematic, District-wide block schedule for Tiered Interventions to accommodate and facilitate individual needs based on ability to eliminate the current pull-out programs.               <ul style="list-style-type: none"> <li>i. Additional hourly staffing may be needed. –</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Dir. of Ed. Svcs., Committee Teachers, Site Admin., Sr. Dir. of HR, Dir. Fiscal</li> <li>b. Dir. of Ed. Svcs., Pilot Committee, Site Admin.</li> <li>c. Dir. of Ed. Svcs., ELD Teachers &amp; Committee Teachers</li> <li>d. Dir. of Ed. Svcs., 6<sup>th</sup> grade teachers</li> <li>e. All teachers, Site Admin, Dir. of Ed. Svcs.</li> <li>a. DSLT</li> <li>i. DSLT, District &amp;</li> </ul>	<ul style="list-style-type: none"> <li>a. Begins February 2014-June 2014</li> <li>b. Spring 2014</li> <li>c. Summer 2014</li> <li>d. May-June 2014</li> <li>e. 2014-2015</li> <li>a. Spring 2014</li> <li>i. Spring 2014</li> </ul>	<ul style="list-style-type: none"> <li>a. \$27,000 Year 1, \$20,000 in subsequent years (CCSS Funding), \$14,000 - subs</li> <li>b. \$300,000 (\$100,000 – CCSS; \$200,000-IMF)</li> <li>c. \$8,000 EIA-LEP/LCFF</li> <li>d. \$20,000-LCFF</li> <li>e. no cost</li> <li>a. no cost</li> <li>i. \$40 per hour, Title I, Title III, LCFF as</li> </ul>

<p style="text-align: center;"><b>SUBJECT TO NEGOTIATIONS</b></p> <ul style="list-style-type: none"> <li>ii. All materials used during district-wide instructional time will be systematic and implemented to meet all district benchmarks.</li> <li>b. Time will need to be provided for all students to learn computer-based skills and grade level technology skills (expectations)</li> <li>c. Uniform planning (release time during computer and library time) time for all school sites</li> <li>d. District-wide grade-level/ cross-level planning time to implement professional development (planning core and supplemental materials that will be used district-wide).</li> <li>e. Extended day or full day kindergarten will be implemented to allow for sufficient instructional time for Common Core – <b>SUBJECT TO NEGOTIATIONS</b></li> <li>f. Common instructional day (start and end times) – <b>SUBJECT TO NEGOTIATIONS</b></li> <li>g. Reduce interruptions to classroom activities.</li> </ul> <p>Strategy 3: develop common pacing guides to ensure that students are able to show mastery of the grade level CCSS in ELA, math, and ELD</p> <ul style="list-style-type: none"> <li>a. The Synced Solution – Action Learning Systems <ul style="list-style-type: none"> <li>i. A scope and sequence will be developed that will modify our current ELA and Math adoptions materials in order to address the new common core state standards. This scope and sequence will serve as the pacing guide for ELA and mathematics.</li> <li>ii. An electronic pacing guide and lesson plan book will be implemented using the ALS scope and sequence.</li> </ul> </li> <li>b. The District will develop a common pacing guide for ELD in grades K-8 to align with the Formative ELD benchmark assessments.</li> <li>c. Pacing guides will be aligned to the benchmark</li> </ul>	<p>RTA Negotiation Teams</p> <ul style="list-style-type: none"> <li>ii. Teachers, site admin., Dir. of Ed. Svcs.,</li> <li>b. District, Site Admin.</li> <li>c. Site Admin.</li> <li>d. Teachers, Site Admin, Dir. of Ed. Svcs.,</li> <li>e. DSLT, District &amp; RTA Negotiation Teams</li> <li>f. DSLT, District &amp; RTA Negotiation Teams</li> </ul> <p>a.i,ii Teachers, Site Admin, Dir. of Ed. Svcs., Sr. Dir. of HR, Dir. of Fiscal, Network Admin.</p> <ul style="list-style-type: none"> <li>b. Dir. of Ed. Svcs., ELD Teachers, Site Admin., Consultant</li> <li>c. see a.i.ii</li> </ul>	<ul style="list-style-type: none"> <li>ii. 2014-15</li> <li>b. 2014-15</li> <li>c. currently in place</li> <li>d. 2014-15</li> <li>e. January 2014 (negotiations), implement 8/2014</li> <li>f. January 2014 (negotiations), implement 8/2014</li> <li>a.i.ii. February 2014- June 2014</li> <li>b. August 2014- June 2015</li> <li>c. see a.i.ii</li> </ul>	<p>appropriate</p> <ul style="list-style-type: none"> <li>ii. no cost</li> <li>b. TBD</li> <li>c. cost of lab aides / MMS</li> <li>d. no cost</li> <li>e. Approximately \$72,000 - LCFF</li> <li>f. no cost</li> <li>a.i.ii. \$27,000- license, \$14,000 – subs (see Strategy 1a)</li> <li>b. \$25,000 – LCFF</li> <li>c. see a.i.ii</li> </ul>
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<p>assessments. Benchmark assessments will be administered regularly and results turned into the district.</p> <p>Strategy 4: develop online district-wide benchmark assessments in ELA, math, and ELD</p> <ul style="list-style-type: none"> <li>a. The Synced Solution – Action Learning Systems <ul style="list-style-type: none"> <li>i. Benchmark assessments will be developed by ALS to align with the scope and sequence for ELA and mathematics. All K-8 teachers will administer these assessments as indicated on the District Assessment Calendar.</li> </ul> </li> <li>b. Formative assessments will be developed by the District for ELD. All K-8 teachers will administer these assessments as indicated on the online District Assessment Calendar.</li> <li>c. Regularly scheduled district-wide or school site grade level meetings to discuss assessment results in order to monitor student progress and to create new instructional action plans.</li> <li>d. Benchmark assessment data is used for electronic report card grades. Weighting for assessments, assignments and teacher input on report cards are common district-wide.</li> </ul> <p>Strategy 5: Ensure that data is provided to teachers in a timely manner to ensure that data can guide instruction</p> <ul style="list-style-type: none"> <li>a. District Wide Data protocol analysis sheet (electronic on the district data system, currently data director.) – It will provide a consistent way for teachers to view data and analyze the percentage of students that score proficient and those that did not on benchmark assessments. (New online benchmark assessments) This tool should provide individualized progress monitoring. <ul style="list-style-type: none"> <li>i. EL students</li> <li>ii. Special Education students</li> <li>iii. Other significant subgroups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. see Strategy 3: a.i.ii</li> <li>b. see Strategy 3 b.</li> <li>c. Teachers, Site Admin, Dir. of Ed. Svcs.,</li> <li>d. Dir. Of Ed. Svc, Network admin.</li> <li>a. Dir. of Ed. Svcs.</li> </ul>	<ul style="list-style-type: none"> <li>a. see Strategy 3: a.i.ii</li> <li>b. see Strategy 3 b.</li> <li>c. 2014-15</li> <li>d. 2014-15</li> <li>a. 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>a. see Strategy 3: a.i.ii</li> <li>b. see Strategy 3 b.</li> <li>c. no cost</li> <li>d. \$17,000 - LCFF</li> <li>a. no cost</li> </ul>
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<ul style="list-style-type: none"> <li>b. Provide professional development on how to use the protocol sheet/form to guide instruction.</li> <li>c. Calendar regular monitoring and evaluation and adhere to due dates.</li> </ul>	<ul style="list-style-type: none"> <li>b. Teachers, site admin, Dir. of Ed. Svcs.</li> <li>c. Dir. of Ed. Svcs.</li> </ul>	<ul style="list-style-type: none"> <li>b. Fall 2014</li> <li>c. Fall 2014</li> </ul>	<ul style="list-style-type: none"> <li>b. no cost</li> <li>c. no cost</li> </ul>
<p>Strategy 6: Develop a district-wide system of collaboration to ensure teachers have time to share best practices, analyze data, and align instruction</p>			
<ul style="list-style-type: none"> <li>a. Minimum Days - Same start/end time will allow dedicated time for teachers to work with grade level teams as a school site and/or a district. (Vertical collaboration, including elementary to middle school.) – <b>SUBJECT TO NEGOTIATIONS</b></li> <li>b. Focused time for analysis, professional development, and alignment of instruction through use of the protocol sheet, which ensures that every student need is met.</li> <li>c. District calendar of collaboration topics.</li> </ul>	<ul style="list-style-type: none"> <li>a. DSLT, District &amp; RTA Negotiation Teams</li> <li>b. Teachers, site admin, Dir. of Ed. Svcs.</li> <li>c. Dir. of Ed. Svcs.</li> </ul>	<ul style="list-style-type: none"> <li>a. January 2014</li> <li>b.2014-15</li> <li>c. 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>a. no cost</li> <li>b. no cost</li> <li>c. no cost</li> </ul>
<p>Strategy 7: Ensure that every school implements a multi-tiered intervention program</p>			
<ul style="list-style-type: none"> <li>a. Systematic, District-wide block schedule for RSP, ELD, Tier Interventions to accommodate and facilitate individual needs based on ability to eliminate the current pull-out programs (All pull out occur at the same time for intervention, RSP, double-dose ELD). <ul style="list-style-type: none"> <li>i. Additional Staffing may be needed. – <b>SUBJECT TO NEGOTIATIONS</b></li> </ul> </li> <li>b. Computer-based intervention curriculum that is researched-based and includes measurable assessments to be used for evidence of growth for ELA and Math.</li> <li>c. Ongoing professional development on current technology and programs being utilized.</li> <li>d. Collaboration between classroom teachers and all support personnel.</li> <li>e. Hourly intervention specialist needed per site, approved on an annual basis. – <b>SUBJECT TO NEGOTIATIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>a. DSLT</li> <li>i. DSLT, District &amp; RTA Negotiation Teams</li> <li>b. DSLT</li> <li>c. Network Admin., Site Admin.</li> <li>d. Teachers, site admin.</li> <li>e. DSLT, District &amp; RTA</li> </ul>	<ul style="list-style-type: none"> <li>a. January 2014</li> <li>i. January 2014</li> <li>b. Spring 2014</li> <li>c. 2014-15</li> <li>d. 2014-15</li> <li>e. Spring 2014</li> </ul>	<ul style="list-style-type: none"> <li>a. no cost</li> <li>i. \$40 per hour, Title I, Title III, LCFF as appropriate</li> <li>b. approx. \$25,000 per site – Title I, ASES</li> <li>c. no cost – grade level meeting or collaboration time</li> <li>d. no cost – grade level meeting or collaboration time</li> <li>e. \$40 per hour, Title I, Title III,</li> </ul>

<ul style="list-style-type: none"> <li>f. Create a district-wide multi-tiered intervention pyramid with identified strategies that will be implemented to meet the specific needs of the students at each level. <ul style="list-style-type: none"> <li>i. The multi-tiered intervention pyramid must include entry and exit points at all levels.</li> <li>ii. The SST process will be included within the multi-tiered intervention pyramid to indicate when SSTs will be held and which staff will be included at each level.</li> <li>iii. Measureable goals need to be developed during the SST process in order to monitor/mentor the progress of students receiving intervention.</li> <li>iv. Coaching/mentoring teachers will occur in order to support full implementation.</li> </ul> </li> <li>g. Implement PBIS for behavioral interventions</li> <li>h. Collaboration and coordination between special education and general education teachers will occur in order to align instruction and meet the student's IEP goals and academic needs. <ul style="list-style-type: none"> <li>i. Ensure that the special education curriculum is aligned and modified to the core curriculum.</li> <li>ii. Communication will occur between the general education teacher and special education teacher.</li> </ul> </li> </ul>	<p>Negotiation Teams f. DSLT, district and site admin, teachers</p> <p>g. PBIS District/Site Teams, LACOE</p> <p>h. Special Ed. Staff (Teachers/Admin), Site admin</p>	<p>f. Spring 2014</p> <p>g. January 2014 – June 2014</p> <p>h. 2014-15</p>	<p>LCFF as appropriate f. no cost unless additional hourly staff is hired (if so, see Strategy 7e.)</p> <p>g. \$5,000 for release time as needed – Title I, LCFF as appropriate h. no cost if held during grade level meetings</p>
<p>Strategy 8: Technology</p> <ul style="list-style-type: none"> <li>a. Parent Surveys/Needs Assessment – On-line</li> <li>b. Technology Learning Institutes will be held for parents to learn how to access student information and specific learning tools</li> <li>c. Computer-based intervention curriculum that is researched-based and includes measurable assessments to be used for evidence of growth for ELA and Math.</li> <li>d. Students will learn computer-based skills with grade level technology skills (expectations) <ul style="list-style-type: none"> <li>i. Establish district technology standards/skills for each grade level.</li> </ul> </li> </ul>	<p>a. District and Site Admin.</p> <p>b. District, Site, Network admin.</p> <p>c. See Strategy 7b.</p> <p>d.i.,ii.,iii. District &amp; Site Admin.</p>	<p>a. Current practice</p> <p>b. 2014-15</p> <p>c. See Strategy 7b.</p> <p>d. 2014-15</p>	<p>a. Approximately \$12 per hour for translators</p> <p>b. Approximately \$1,200 per session – Title I</p> <p>c. See Strategy 7b.</p> <p>d. TBD</p>

<ul style="list-style-type: none"> <li>ii. Standards/skills will be standardized across the district for each grade level.</li> <li>iii. Standards will include skills that will support students' ability to take the SMARTER Balanced assessment.</li> </ul>			
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**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)
<p><u>Strategies: 1, 3, 5</u></p> <ul style="list-style-type: none"> <li>1. Professional development for newly purchased or realigned instructional materials needs to be purchased (ALS and new math materials).</li> <li>2. Professional development for pacing guides and benchmark assessments will be provided for teachers, administrators, and classified staff who are directly involved with classroom instruction.</li> <li>3. Professional development for technology-based instructional materials and assessments will be provided for teachers, administrators and classified staff who are directly involved with classroom instruction.</li> <li>4. The district will ensure that a sufficient pool of substitute teachers will be available to allow for professional development.</li> </ul> <p><u>Strategies 2, 7</u></p> <ul style="list-style-type: none"> <li>5. Coaching/mentoring teachers will occur in order to support full implementation.</li> <li>6. Professional development on Rtl</li> <li>7. Special education qualifications</li> </ul> <p><u>Strategies 5, 6</u></p> <ul style="list-style-type: none"> <li>8. Provide professional development on how to use the</li> </ul>	<ul style="list-style-type: none"> <li>1. Dir. of Ed. Svcs.</li> <li>.2. Dir. of Ed. Svcs.</li> <li>3. Dir. of Ed. Svcs., Network Admin.</li> <li>4. Sr. Dir. of HR</li> <li>5. Site &amp; District Admin.</li> <li>6. ALS</li> <li>7. Special Ed. Staff</li> </ul>	<ul style="list-style-type: none"> <li>1. August 2014</li> <li>2. August 2014</li> <li>3. August 2014</li> <li>4. 2014-15</li> <li>5. 2014-15</li> <li>6. 2014-15</li> <li>7. 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>1. \$126,000 salaries, \$3,000 vendor fees - LCFF</li> <li>2. \$126,000 salaries, \$3,000 vendor fees – LCFF</li> <li>3. \$126,000 salaries, \$3,000 vendor fees – LCFF</li> <li>4. \$110-\$141 per day – General funds</li> <li>5. \$2,500 per day (vendor fees)– Title I</li> <li>6. \$4,000 per day (vendor fees) – Title I, Title III, LCFF as appropriate</li> <li>7. no cost</li> </ul>

<p>collaboration protocol sheet/form to guide instruction.</p> <p><u>Strategies to Increase Parent Involvement</u></p> <p>9. Training for interpreters/translators will be held for the purpose of teaching academic language that would be used for IEPs, Parent Teacher Conferences, etc.</p> <p>10. Professional development on best practices for effective translators.</p> <p>11. Professional development for translators on academic jargon and acronyms.</p> <p>12. Parent technology nights to train parents on accessing PowerSchool and effective communication tools to use between home and school.</p> <p>13. Sites need to more education on LCFF in order to better explain LCFF to the community.</p> <p>14. Training for elementary teachers on how to use PowerSchool as a communication tool between home and school.</p>	<p>8. District/Site Admin.</p> <p>9.-11. District Admin</p> <p>12. District &amp; Site Admin., Network Admin.</p> <p>13. District &amp; Site Admin</p> <p>14. Network Admin</p>	<p>8. 2014-15</p> <p>9. -11. 2014-15</p> <p>12. 2014-15</p> <p>13. Current practice – continue</p> <p>14. 2014-15</p>	<p>8. no cost</p> <p>9. -11. Approximately \$500 – Title III</p> <p>12. Approximately \$1,000 – Title III</p> <p>13. no cost</p> <p>14. no cost</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
1. Migrant Summer School Program 2. Special Education Summer School Program 3. ASES After School Program 4. Title I After School Programs 5. SES 6. Pre K Extended Day / Year	1. Migrant Ed. Coordinator 2. Dir. Special Ed. 3. ASES Coordinator 4. Site Admin. 5. Dir. of Ed. Svcs., Principals 6. Preschool Coord.	1. Summer 2014 2. Summer 2014 3. Currently in place 4. Currently in place 5. Currently in place 6. Currently in place	1. 2. Approx. \$30,000 3. Approx. \$600,000 4. Approx. \$20,000 5. Approx. \$180,000 6. Approx. \$80,000	1. Migrant Ed. 2. General Fund 3. ASES Grant 4. Title I 5. Title I 6. State Pre K Grant

**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
1. Hire additional hourly translators/interpreters who will be provided for each site, for outreach, Parent Teacher Conferences, SSTs, and IEPs. 2. Parent Surveys/Needs Assessments will be used to determine areas of focus and needs of our parents. 3. District-wide Parent Institute annually focusing on current academic issues resulting from the parent surveys. 4. School-wide Parent Institutes will be held focusing on current academic, behavioral, and social issues.	1. District Admin. 2. Site and District Admin. 3. Dir. of Ed. Svcs. 4. Site Admin.	1. Begin in January 2014 2. January 2014- June 2015 3. 2014-15 4. 2014-15	1. Approx. \$12 per hour 2. no cost 3. Approx. \$1,200 4. Approx. \$5,000	1. LCFF, Title I, Title III 2. no cost 3. LCFF, Title I, Title III 4. LCFF, Title I, Title III

<p>5. An electronic parent portal will be made available so that parents can check on grades, attendance, and progress.</p> <p>6. Each school site will communicate the district's LCFF vision and mission to the parents.</p> <p>7. Create support groups for families of students with special needs and involving community resources.</p> <p>8. Continue to hold annual Title I parent meetings.</p> <p>9. Continue to hold annual CELDT parent meetings.</p> <p>10. Continue to support and collaborate with the Migrant Education program and liaisons.</p> <p>11. Continue hold six annual Migrant Education PAC meetings.</p> <p>12. Continue to hold 10 annual CSSP State Preschool PAC meetings.</p> <p>13. Align parent meetings with student performances to increase parent attendance and participation.</p>	<p>5. District Admin.</p> <p>6. Site Admin.</p> <p>7. Dir. Special Ed.</p> <p>8.-9. District &amp; Site Admin.</p> <p>10. District &amp; Site Admin. &amp; Migrant Coord.</p> <p>11. Migrant Coord.</p> <p>12. Preschool Coord.</p> <p>13. District &amp; Site Admin., Migrant Coord., Preschool Coord., AVID Site Coord.</p>	<p>5. 2014-15</p> <p>6. January 2014</p> <p>7. 2014-15</p> <p>8.-9. Current practice</p> <p>10. January 2014</p> <p>11.-12. Current Practice</p> <p>13. 2014-15</p>	<p>5. Approx.</p> <p>6. Approx. \$100 per session</p> <p>7. no cost</p> <p>8.-9. Approx. \$250 per session</p> <p>10. no cost</p> <p>11-12. Approx. \$250 per session</p> <p>13. Approx. \$250 per session</p>	<p>III</p> <p>5. General Fund</p> <p>6. Title I, LCFF</p> <p>7. no cost</p> <p>8.9. Title I, LCFF, Title III</p> <p>10. no cost</p> <p>11-12. Migrant, State Preschool</p> <p>13. Title I, LCFF, Title III</p>
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Rosemead School District

**County District Code:** 19-64931

**Date of Local Governing Board Approval:** January 9, 2014

**District Superintendent:** Dr. Amy Enomoto-Perez

**Address:** 3907 Rosemead Blvd.

**City:** Rosemead

**Zip Code:** 91770

**Phone:** 626-312-2900

**FAX:** 626-312-2906

**E-mail:**  
aeperez@rosemead.  
k12.ca.us

**Signatures:**

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

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Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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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.