

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
Local Educational Agency (LEA) Plan

Cajon Valley Union School District
County/District Code: 37-67991
Dates of Plan Duration: 2015-2016 through 2017-2018
Date of Local Governing Board Approval: August 11, 2015

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Goal 1A: Proficiency in Reading/Language Arts

Our needs assessment of student proficiency in reading/language arts indicates that 57% of students were proficient in English language arts on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 65% of students will be proficient in English language arts as measured by California Assessment of Student Performance and Progress (CAASPP) in May of 2015; 70% of students will be proficient as measured by the CAASPP in May 2016; and 75% of students will be proficient as measured by the CAASPP in May 2017.

Strategies:

- Provide professional development in Lucy Calkins Units of Study for Teaching Writing, Grade by Grade

Budget Related items:

- .40 ELA Teacher Facilitator to support implementation of Lucy Calkins Writing

Goal 1B: Proficiency in Mathematics

Our needs assessment of student proficiency in mathematics indicates that 60.6% of students were proficient in math on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 65% of students will be proficient in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) in May of 2015; 70% of students will be proficient as measured by the CAASPP in May 2016; and 75% of students will be proficient as measured by the CAASPP in May 2017.

Strategies:

- Adopt and purchase TK-5 CCSS-aligned math curriculum
- Provide professional development to support K-5 teachers with adopted common core aligned math curriculum

- Purchase of adaptive software supplemental intervention in mathematics
- Provide personalized training options to strengthen teachers' implementation of blended learning which integrates mathematics

Budget Related items:

- Go Math textbook adoption
- ST Math
- Professional development to support implementation of new math programs

Goal 1C: Proficiency for High Priority Students

Students With Disabilities

Our needs assessment of student proficiency in reading/language arts indicates that 37.5% of students with disabilities were proficient in English language arts on the STAR assessment in May 2013. Additionally, 40.3% of students with disabilities were proficient in mathematics on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 45% of students with disabilities will be proficient in English language arts and mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) in May of 2015; 50% of students will be proficient as measured by the CAASPP in May 2016; and 55% of students will be proficient as measured by the CAASPP in May 2017. Goals for English Learners are found in Goal 2.

Strategies:

- Added Authorizations in Special Education (AASE) and VPSS Certification for teachers
- Reduce Special Day Class Size
- Google Apps for Education training for Special Education paraprofessionals

Related Budget items:

- AASE and VPSS Training
- Reduce Special Day Class Size
- Trainers to conduct paraprofessional workshops

Goal 1D: Effective Teaching and Administration

Our assessment of district needs for continuous improvement of teaching and administration to support student achievement indicates teachers and administrators require training the use the newly adopted CCSS mathematics curriculum, using data to inform instruction, professional development in effective collaboration and blended learning to support student achievement, and integration of technology and adaptive software to meet the differentiated learning needs of students

Based on these needs assessment findings, our district goal is to fully support the implementation of CCSS by providing training to all teachers and administrators on adopted CCSS mathematics curriculum, technology integration, adaptive software and principles of effective collaboration and blended learning, as well as to adopt and purchase materials aligned to CCSS as they are approved by the CA Board of Education, to support implementation of CCSS by June 2018.

Strategies:

- Reduce Middle School Class Size
- Additional Administrative support for elementary sites < 800 ADA and < 55% unduplicated student count
- Beginning Teacher Support and Assessment (BTSA)
- Professional development and release time to review data and adjust instructional maps to support student achievement and implement of CCSS, blended learning
- Implement 1:1 Technology program to increase personalized learning options for all students
- Deploy Technology Coaches to support implementation of blended/personalized learning
- Offer 4 week Extended School Year program at 2 sites
- Provide job-embedded professional development
- Provide personalized professional development (online, intersession)

Related Budget items:

- Additional certificated staff required to reduce middle school class size
- .50 Assistant Principals- 2 schools
- BTSA
- Professional development and release time to support implementation of CCSS, blended learning, Integrated ELD
- Blended Learning Summer Extended School Year program (2 sites)
- Digital Academy, intersession professional development for certificated staff (summer, winter spring)

Goal 1E: Implementation, Involvement & Monitoring

Our needs assessment of program implementation and school community involvement indicates that 54% of parents believe the curriculum and instruction provided meets their child's needs, 58% of parents indicate home-school communication about student progress and information about events and opportunities for involvement is adequate and 58 % of parents feel welcome at school. In addition, parents indicated the preferred methods for communication are telephone all-call messages and email.

Based on these needs assessment findings, our District goal is to have 65% of parents indicate curriculum and instruction meets their child's needs, 70% of parents indicate home-school communication is adequate and 70 % of parents feel welcome at school.

Strategies:

- Expand push communications and provide relevant information
 - CCSS ELA and Math and home support
 - Blended Learning
 - Digital Citizenship
- Provide training in trauma informed practices and cultural awareness for administrators, teachers, paraprofessionals and school office staff
- Increase parent input through enhanced survey process and focus groups facilitated by Grants and Community Engagement Officer

Related Budget items:

- Trauma informed practices and cultural awareness training
- Grants and Community Engagement Officer
- Survey

Goal 1F: Support for Schools in Corrective Action

The district has one Year-3 PI school (Magnolia Elementary), and one Year-4 PI school (Madison Elementary). Due to proficiency rate increases in English language arts and mathematics, Magnolia registered a 44-point API increase in 2012, and Madison earned a 23-point API increase in 2013. Both schools maintain decile-9 California similar school rankings.

Anza Elementary, Bostonia Elementary, Chase Elementary, Johnson Elementary, Lexington Elementary, Naranca Elementary, Cajon Valley Middle, Emerald Middle, Greenfield Middle and Montgomery Middle are Year 5 PI Schools. As the result of increasing proficiency rates in English language arts and mathematics, these 10 schools averaged a 6 point API increase in 2013, outpacing the overall district increase of 1 point.

Based on the needs assessment findings, the district goal for Year-5 PI schools is for 55% of students to be proficient in English language arts and math as measured by California Assessment of Student Performance and Progress (CAASPP) in May of 2015; 60% of students will be proficient as measured by the CAASPP in May 2016; and 65% of students will be proficient as measured by the CAASPP in May 2017.

Strategies:

- Staff development and coaching in blended learning, instructional and assessment practices, integrated/designated ELD, CCSS (ELA, Mathematics) and Next Generation Science Standards
- Principal Collaboration
- ELA and math interventions
- Support from Educators Cooperative Inc. consultants in differentiating professional development and planning
- Monitoring the instructional program through site visitation, walk-through observations and feedback

Related Budget items:

- Educators Cooperative Consultants

Goal 2: English Learners

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Assurance: The English Learner program in Cajon Valley Union School District

is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.

Goal 2A:AMAO 1- Annual Progress Learning English

The percentage of English Learners gaining at least one proficiency level on the 2013-2014 CELDT was 55.6%. The District goal is that the percentage of English Learners gaining at least one proficiency level on the annual CELDT will increase annually in order to reach state-defined expectations for annual growth.

- 60.5% of English Learners will demonstrate making annual progress in learning English, as measured on the 2014-2015 CELDT annual assessment.
- 62% of English Learners will demonstrate making annual progress in learning English, as measured on the 2015-2016 CELDT annual assessment.

Strategies:

- Materials and training to support designated and integrated ELD
- Implement and monitor integrated and designated ELD
- Implement RSIG program for immigrant refugee students
- Two Bilingual Facilitators will provide professional development and support to teachers, principals, and site-based English Learner facilitators to advance the English language development and academic achievement of English Learners.
- Purchase and implement adaptive software program designed to expedite English language acquisition: Imagine Learning English
- Incorporate content area concepts and curriculum into designated ELD and refine practices in integrated ELD
- Ensure access to the core ELA and math curriculum through pre-teaching/re-teaching

Related Budget items:

District EL Facilitators

Imagine Learning English Software

Integrated/designated training costs and release time

RSIG costs:

Teachers, community partnership MOU-related costs, custodial, supplies, extracurricular expenses

Goal 2B: AMAO 2- English Proficiency

The percentage of English learners in language instructional education programs fewer than 5 years attaining English language proficiency in 2013-2014 was 19.1%. The District goal is that percentage of English learners in language instructional education programs fewer than 5 years attaining English language proficiency will increase annually in order to reach state-defined expectations for meeting the CELDT criterion for English-language proficiency.

- 24.2% of English learners in a language instruction educational program for fewer than 5 years will meet the English Proficient level on the 2014-2015 CELDT assessment.
- 25.5% of English learners in a language instruction educational program for fewer

than 5 years will meet the English Proficient level on the 2015-2016 CELDT assessment.

The percentage of English learners in language instructional education programs 5 or more years attaining English language proficiency in 2013-2014 was 36.1%, falling short of the target. The percentage of English learners in language instructional education programs 5 or more years attaining English language proficiency will increase annually in order to reach state-defined expectations for meeting the CELDT criterion for English-language proficiency.

- 50.9% of English learners in a language instruction educational program for 5 or more years will meet the English Proficient level on the 2014-2015 CELDT assessments.
- 52.8% of English Learners in a language instruction educational program for 5 or more years will meet the English Proficient level on the 2015-2016 CELDT assessments.

Strategies:

- Implement and monitor integrated and designated ELD
- Provide and monitor scaffolded content instruction
- Provide reading support and intervention
- Investigate alternative programs and supports designed and options to increase acquisition of Academic Vocabulary to meet the needs of Long Term English Learners (LTEL)
- Ensure access to the core ELA and math curriculum through pre-teaching/re-teaching

Related Budget items:

- Pilot alternative programs for LTEL

Goal 2C: AMAO 3- AYP for EL Subgroup in ELA and Mathematics

Our needs assessment of student proficiency in reading/language arts indicates that 40.1% of English Learners were proficient in English language arts on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 45% of English Learners will be proficient in English language arts in May of 2015 as measured by the California Assessment of Student Performance and Progress (CAASPP); 50% of students will be proficient as measured by the CAASPP in May 2016; and 55% of students will be proficient as measured by the CAASPP in May 2017.

Our needs assessment of student proficiency in mathematics indicates that 50.6% of English Learners were proficient in mathematics on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 55% of English Learners will be proficient in math in May of 2015 as measured California Assessment of Student Performance and Progress (CAASPP); 60% of students will be proficient as measured by the CAASPP in May 2016; and 65% of students will be proficient as measured by the CAASPP in May 2017.

Strategies:

- Implement and monitor integrated and designated ELD

- Implement supplemental adaptive curriculum for EL, BTAP and DL students (EL) (Imagine Learning, ST Math)
- Purchase differentiated supplemental materials to support designated and integrated ELD
- Ensure access to the core ELA and math curriculum through pre-teaching/re-teaching

Related Budget items:

- Differentiated curriculum and materials

Goal 2D: High Quality Professional Development Goal

The District will continue to provide high quality professional development to 100% of general education and special education teachers and administrators to increase English language acquisition and academic achievement of English learners through June 2017.

Strategies:

- Technology software-applications and professional development
- ELD and scaffolding (GLAD) strategies
- Integrated ELD professional development
- Professional development in adopted core and intervention materials
- PD in Academic Vocabulary

Related Budget items:

- Academic Vocabulary staff development
- Professional development in integrated ELD

Goal 2E: Parent and Community Participation (English Learners)

The LEA will promote the involvement of parents and community members in the education of English learners. Our needs assessment indicates 58 % of parents feel welcome at school. Based on this finding, our district goal is to provide Spanish speaking assistance in the office of all schools with 15% or more Spanish speaking English Learners at the site as openings occur and to add district Community Liaisons (Arabic and Spanish) to increase communication in the parents primary language.

Strategies:

- ESL Parent education
- Provide training in trauma informed practices and cultural awareness for administrators, teachers, paraprofessionals and school office staff
- Increase bilingual staff to support communication with families (Spanish and Arabic)
- Facilitate immigrant acclimation through community partnerships, community liaisons, website modifications)

Related Budget items:

- ESL parent training
- Community Liaisons

Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner. The LEA certifies

that it will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; and re-designation information annually.

Goal 2G: Services for Immigrant Students

The LEA will provide high quality Instruction and Support Services to all immigrant students. The RSIG program provides after school and summer support for refugee students in English language acquisition, counseling, academic achievement, enrichment, and physical education, in an environment that fosters social skill development while celebrating cultural pluralism.

By June 2016 and on-going there after, enhanced instructional opportunities will be offered to 100% of immigrant students and families.

Strategies:

- Purchase and implement Imagine Learning English
- RSIG 4 week Extended School Year program

Related Budget items:

- Imagine Learning English Software
- RSIG summer program staffing and materials

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	Child Development Programs
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Tobacco Use Prevention Education
X	Title III, Limited English Proficient		
X	Title III, Immigrants		
X	IDEA, Special Education		
X	Other (describe): Elementary Counseling Grant		
X	Other (describe): Refugee School Impact		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2015-16

Please complete the following table with information for your District.

Programs	2015-16 District Carryovers	2015-16 District Entitlements	2015-16 Direct Services to Students at School Sites (\$)	2015-16 Direct Services to Students at School Sites (%)
Title I, Part A	\$ 743,284	\$ 4,558,810	\$ 4,184,195	79%
Title II Part A, Subpart 2, Improving Teacher Quality	\$ 379,587	\$ 766,511	-0-	-0-
Title III, Limited English Proficient	\$ 577,451	\$ 476,428	\$ 379,608	98%
Title III, Immigrants	\$191,653	\$ 151,149	\$ 303,407	94.34%
Elementary Counseling Grant	\$137,940	\$388,228	\$378,120	62%
Refugee School Impact Grant	\$26,903	\$255,000	\$ 266,802	94.34%
IDEA, Special Education	-0-	\$3,447,464	\$3,206,142	93%

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DISTRICT BUDGET FOR STATE PROGRAMS – 2015-16

Please complete the following table with information for your District.

Categories	2015-16 District Carryovers	2015-16 District Entitlements	2015-16 Direct Services to Students at School Sites (\$)	2015-16 Direct Services to Students at School Sites (%)
Child Development Programs	\$0	\$1,759,342	\$1,495,441	85%
TUPE	\$193,693	-0-	\$126,094	65%