(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: ***California Department of Education***
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Education Agency (LEA): **Cajon Valley Union School District**

County/District Code: **37-67991**

Dates of Plan Duration: **July 1, 2011 to June 30, 2013 (to be updated annually)**

Date of local governing board approval: **June 21, 2011**

District Superintendent:	**Janice Cook**		
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Janice Cook	**June 21, 2011**	Janice Cook
Printed or typed name of Superintendent	Date	Signature of Superintendent

Ken Jensen	**June 21, 2011**	
Printed or typed name of Board President	Date	Signature of Board President

Cajon Valley Union School District
2011-13 District Student Achievement Plan
LEA Plan reflecting Essential Program Components (EPCs) for Corrective Action for Cohort IV

The entire LEA Plan is framed under the District's commitment to the Essential Program Components (EPCs). The following is an analysis of the current implementation of the EPCs:

Nine Essential Program Components

1. **Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials**.

SUBJECT	PUBLISHER	TEXTBOOK NAME	COPYRIGHT	ADOPTED
ELA K-5	Houghton Mifflin	Reading: A Legacy of Literacy	2003	2003
ELA 6-8	Holt	Holt Literature & Language Arts	2003	2003
K-5 ELD	Hampton Brown	Avenues	2002	2005
Intensive Intervention 4-8	Hampton Brown	Inside	2009	2010
Intensive Intervention 4-8	Sopris West/Voyager	Language!	2005, 2009	2005
Intensive Intervention 4-8	SRA	REACH	1999	2005
Intensive Intervention 4-8	Read 180	Scholastic	2005, 2008, 2009	2005
Math K-5	enVision Math	Scott Foresman	2008	2008
Math 6-7	Holt California Mathematics	Holt	2008	2008
Algebra Readiness	Holt	Algebra Readiness	2008	2008
Algebra 1	Holt	Algebra I	2008	2008
Geometry	McDougal/Littell	Geometry	2001	2004

2. **Implementation of instructional periods for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.**

   The Cajon Valley Union School District (CVUSD) meets or exceeds the allocation of minutes for the courses defined by State Frameworks in ELA and mathematics. Elementary teachers will implement planned and protected Universal Access (UA) time to help benchmark and strategic students, including English learners (EL) and students with disabilities (SWD), to access the core curriculum. Middle schools will revise master schedules to allow for additional time to support strategic students' access to the core curriculum. Instructional minutes in elementary and middle schools will include a minimum of 30 minutes of English language development (ELD) daily. Sites will ensure that 4-8 students two or more years below grade in ELA will have time allocated according to State Frameworks for intensive students.

3. **Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.**

   CVUSD teachers and administrators work collaboratively each summer to revise pacing guides and benchmark assessments in ELA and math. Pacing guides are designed to include recommended pacing, an assessment window, strategies for aligning instruction on Focus Standards, and key vocabulary. Pacing guides are also interactive and include quick links to CST released questions so teachers can quickly identify testing format and the level of rigor of assessments. This summer pacing guides will be revised and new ELA assessments that align to the pacing guides and to State standards will be developed to provide a coherent and aligned, standards-based curriculum, instruction, and assessment system. ELA pacing guides will ensure all students take benchmark assessments at the same time to enable districtwide and schoolwide data analysis and instructional planning.

   Math pacing guides and benchmarks were revised this year and provide a coherent and aligned, standards-based curriculum, instruction, and assessment system. Math benchmarks and assessments will be revised again next summer so all students take benchmark assessments at the same take to enable districtwide and schoolwide data analysis and instructional planning.

4. **Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs**

   Of the 32 site administrators within the CVUSD, 30 have been trained (94%) in SBE ELA and math aligned programs. The remaining two site administrators will begin training in fall of 2011.

5. **Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.**

   Highly Qualified Teachers: All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.

   The school/ district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

   The CVUSD worked diligently to meet the Highly Qualified Teachers (HQT) expectations established by the Elementary and Secondary Education Act under No Child Left Behind. As of 2007, 95.35% of teachers were HQT, with 91.23% in 2008 and 97.29% in 2009. In 2010, 98.68% were HQT. It is expected in 2011, that 98.92% will be HQT.

6. **Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.**

   The schools/district provide instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD and mathematics. Specifically, elementary, middle, and ninth and tenth grade Reading/Language Arts, intensive reading intervention, K-7 mathematics, Algebra 1, Algebra Readiness and Algebra strategic support teachers receive ongoing support offered by the school and district. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

   All CVUSD teachers and administrators have completed three full days of training on the Teach for Success (T4S) protocol provided by WestEd. T4S is a research-based program designed around high quality instructional practices. All core replacement teachers have attended the intensive training on the CDE approved core replacement programs. The teachers of mathematics have completed the SB 472 Math Professional Development Institute for the most current math adoptions. The current focus for professional development in CVUSD is standards-based instruction in English-language arts and English Language Development. Ongoing professional development and coaching for principals will continue to focus on strategies to help principals provide support and coaching to teachers districtwide on the T4S protocol and strategies to support EL and SWD.

7. **For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.**

   The district uses an ongoing assessment and monitoring system, OARS (Online Assessment and Reporting System), that provides timely data from common assessments based on the SBE-adopted ELA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-levels placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. Revised pacing guides will provide a coherent and aligned, standards-based curriculum, instruction, and assessment system.

8. **Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade department levels (9-12) are facilitated by the principal.**

   The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.

   CVUSD teachers and administrators meet after each benchmark assessment to review and analyze data and to determine next steps for instruction and differentiated strategic intervention. The DAIT plan will add structure and provide coaching to assist with data analysis and instructional planning.

9. **Implementation of Fiscal Support aligned to full implementation of EPCs.**

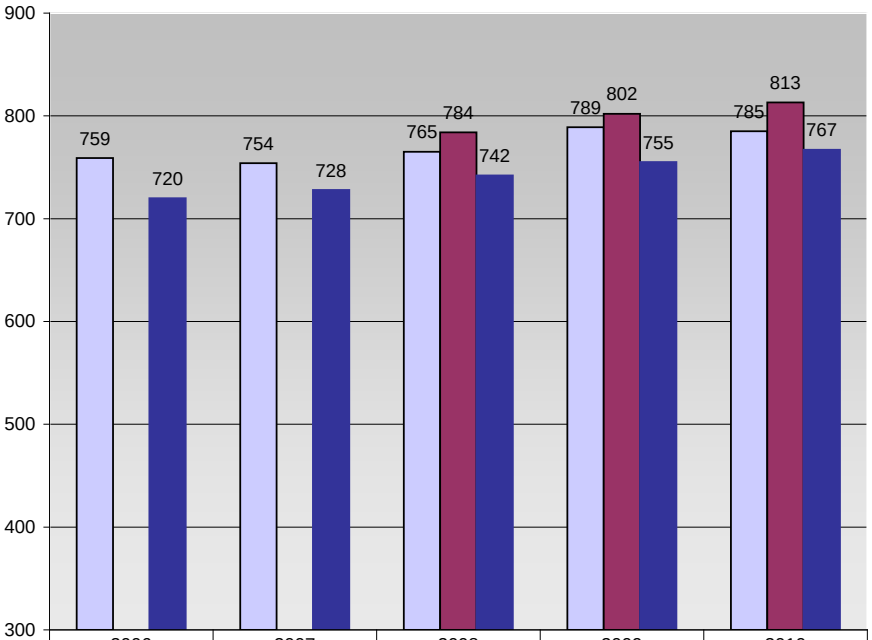
   The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA).

   During the needs assessment, the District Assistance and Intervention Team (DAIT) completed the District Assistance Survey (DAS) and determined the distribution of fiscal resources was not in question.

Analyze Student Performance Data

API, AYP and STAR Reports – Information extracted from the California Department of Education's Testing and Accountability website, http://www.cde.ca.gov/ta, demonstrates state, county and district trends in API Growth and proficiency level performance of STAR data results as well as AYP Accountability reporting.

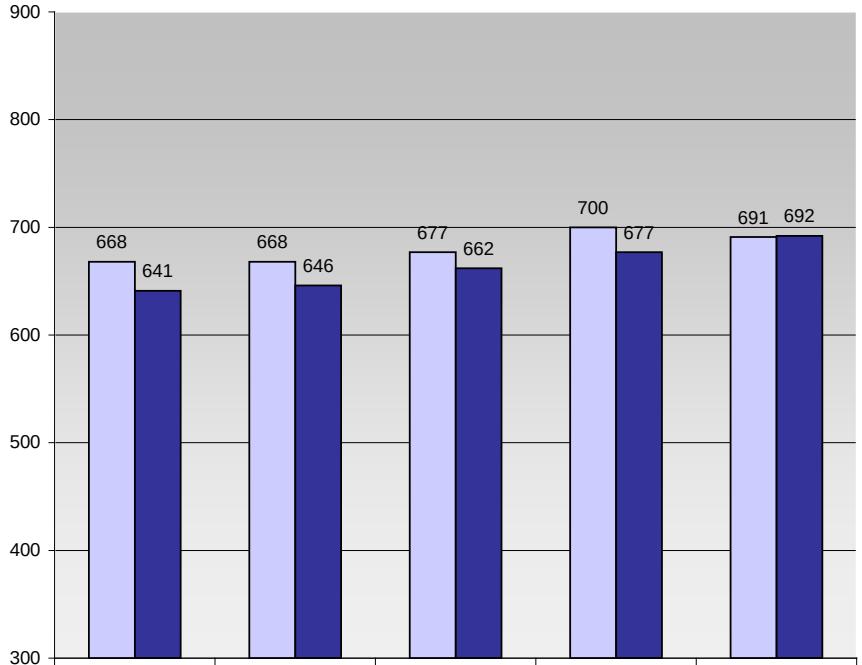
5-Year API Growth Comparison - Overall



	2006	2007	2008	2009	2010
Cajon Valley USD	759	754	765	789	785
San Diego County			784	802	813
State	720	728	742	755	767

District-wide data for the Cajon Valley Union School District has demonstrated a net increase of 26 points in API Growth over the last five years. Although below the median API for San Diego County, the Cajon Valley Union District has exceeded the state's API Growth figure by an average of 28 points over the five years.

5-Year API Growth Comparison - English Learners

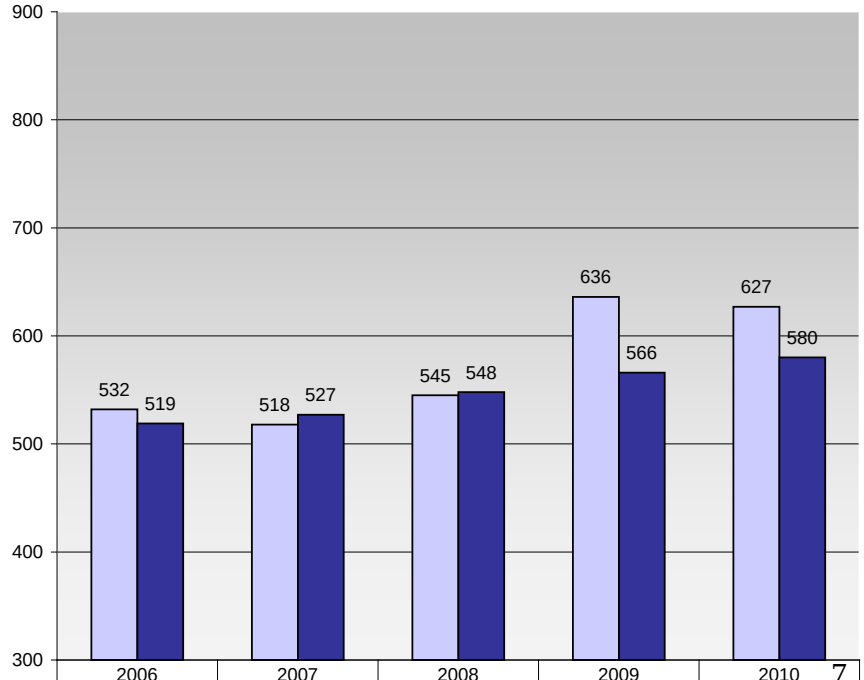


	2006	2007	2008	2009	2010
Cajon Valley District	668	668	677	700	691
State	641	646	662	677	692

After a general trend of maintaining or increasing API Growth figures in the English Learner (EL) population, Cajon Valley Union School District experienced a decline of 9 points in 2010. After four years of exceeding the state's API Growth figure by an average of 22 points, the API Growth figure for the EL population dropped to one point below that of the state. API targets for meeting the Annual Measurable Objective for AYP have been met each year.

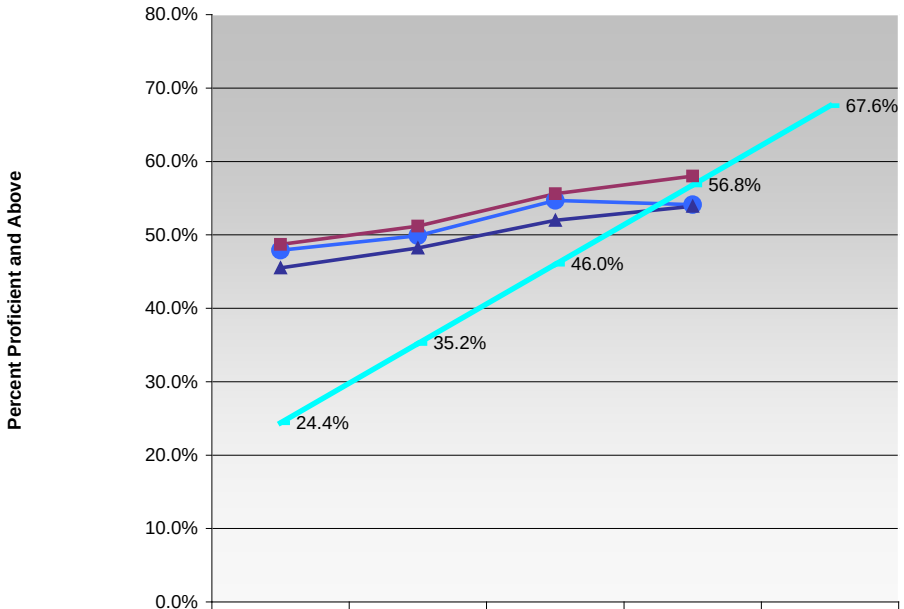
After three years of remaining relatively stable and consistent with state API Growth figures in the Students with Disabilities population, Cajon Valley Union School District jumped ahead of state figures significantly over the last two years: 70 points in 2009 and 47 points in 2010. Despite these gains, the API Growth figures did not meet the API target of 650 (for 2009) and 680 (for 2010).

5-Year API Growth Comparison - Students with Disabilities (SWD)



	2006	2007	2008	2009	2010
Cajon Valley District	532	518	545	636	627
State	519	527	548	566	580

4-Year AYP Comparison for ELA - Overall

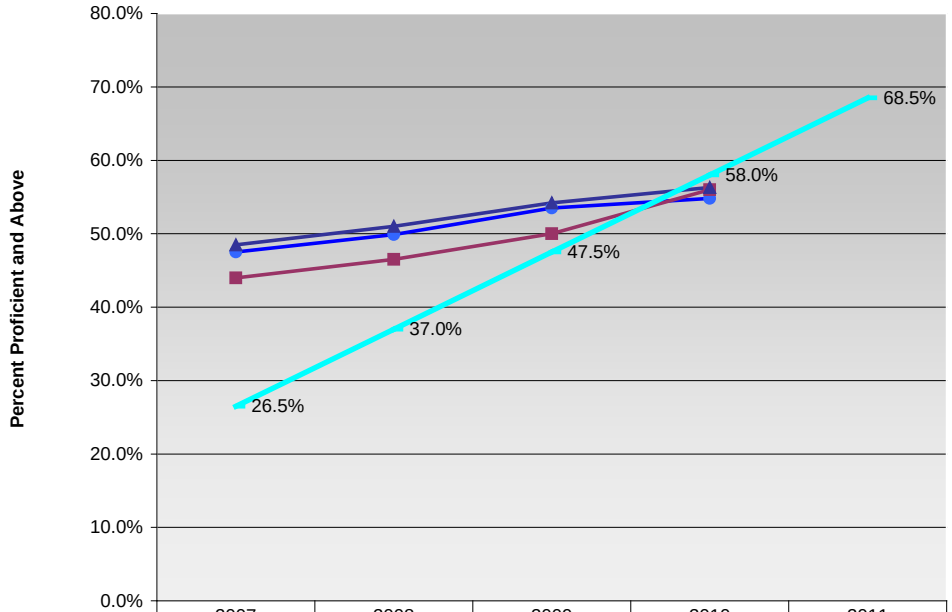


	2007	2008	2009	2010	2011
Cajon Valley USD	47.9%	49.9%	54.7%	54.1%	
San Diego County	48.7%	51.2%	55.6%	58.0%	
State	45.5%	48.2%	52.0%	53.9%	
Annual Measurable Objective	24.4%	35.2%	46.0%	56.8%	67.6%

Cajon Valley maintained a consistent pattern of overall AYP advanced/proficient performance in English Language Arts during the three-year period of 2007 through 2009, closely paralleling the scores of districts throughout San Diego County. Both the county and the district scores were somewhat higher than state levels for that same period and exceeded the AMO for ELA. However, in 2010, while state and county scores showed a slight increase, those of Cajon Valley decreased slightly and, as a result, dropped below the AMO benchmark for 2010.

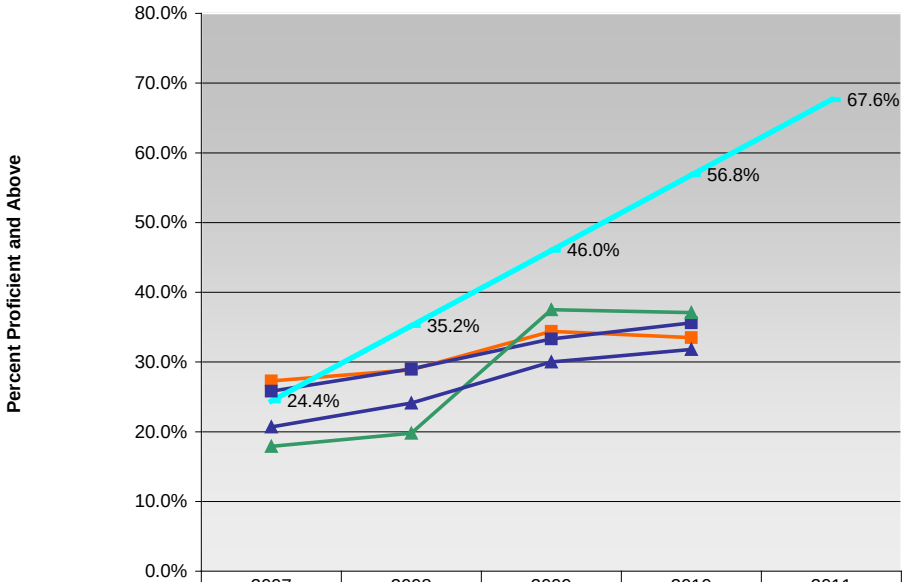
The same trend exists in mathematics during the period of 2007 to 2009, although Cajon Valley's performance more closely aligns with state scores in being higher than county scores. In 2010, however, Cajon Valley lost ground slightly when compared to county scores. County AYP scores showed growth of 6 points, the state gained 2.1 percentage points, and the district had a slight increase of 1.3 points.

4-Year AYP Comparison for Math - Overall



	2007	2008	2009	2010	2011
Cajon Valley USD	47.5%	49.9%	53.5%	54.8%	
San Diego County	44.0%	46.5%	50.0%	56.0%	
State	48.5%	51.0%	54.2%	56.3%	
AMO	26.5%	37.0%	47.5%	58.0%	68.5%

4-Year AYP Comparison for ELA - English Learner (EL) and Students with Disabilities (SWD)



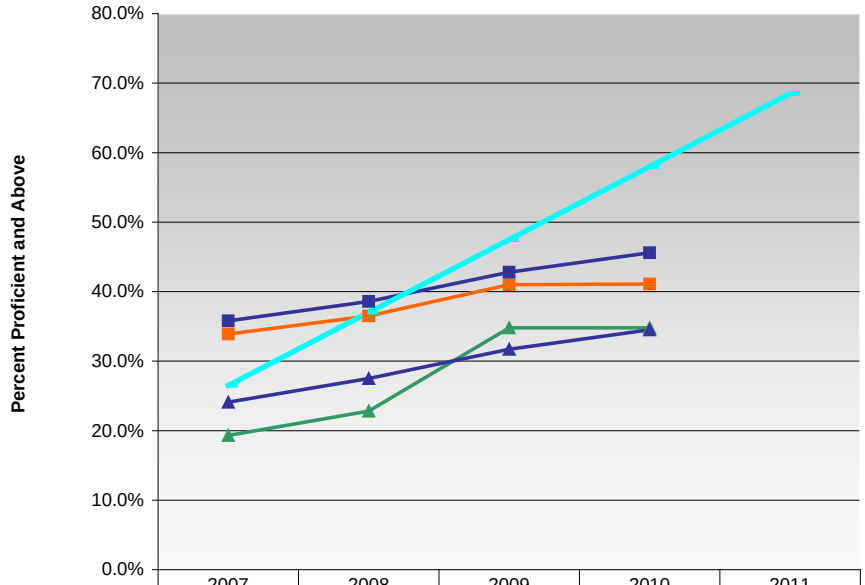
	2007	2008	2009	2010	2011
Cajon Valley District - EL's	27.3%	28.9%	34.4%	33.5%	
State - EL's	25.8%	29.0%	33.3%	35.6%	
Cajon Valley District - SWD's	17.9%	19.8%	37.5%	37.1%	
State - SWD's	20.7%	24.1%	30.0%	31.8%	
AMO	24.4%	35.2%	46.0%	56.8%	67.6%

When disaggregating into subgroups, one finds the pattern of AYP percent Advanced/Proficient of English Learners (EL) in Cajon Valley closely aligns with that of the state. The trend shifted slightly in 2010 when the AYP of EL's in the district dropped while that of the state increased. After a period of being slightly lower than the state AYP, the Students with Disabilities (SWD) subgroup showed a significant increase in AYP in 2009 by nearly doubling the number of students scoring Advanced/Proficient from the previous year –the result of the introduction of the California Modified Assessment into the STAR program. This net increase for the district SWD population was three times the increase experienced by the state in 2009. Both subgroups' AYP scores do not meet the AMO target in 2010.

Many of the same observations noted in the analysis of the English Language Arts AYP performance for the EL and SWD populations are mirrored in mathematics. Three exceptions to note are:

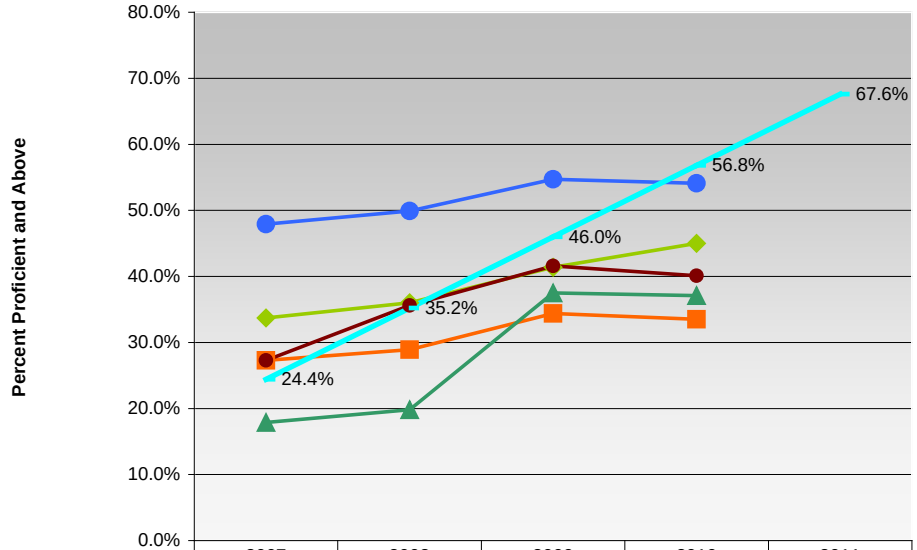
- District EL performance has historically been slightly below that of the state in mathematics
- The gain in the district's SWD scores in mathematics was not as dramatic as in ELA in 2009
- While the state shows relatively steady and consistent gains in SWD scores throughout the 4-year period, the district, after an increase in 2009, showed no gain in 2010.

4-Year AYP Comparison for Math
English Learner (EL) and Students with Disabilities (SWD)



	2007	2008	2009	2010	2011
Cajon Valley USD - EL's	33.9%	36.5%	41.0%	41.1%	
State - EL's	35.8%	38.6%	42.8%	45.6%	
Cajon Valley USD - SWD's	19.3%	22.8%	34.8%	34.8%	
State - SWD's	24.1%	27.5%	31.7%	34.5%	
AMO	26.5%	37.0%	47.5%	58.0%	68.5%

4-Year AYP Comparison for ELA - Districtwide, EL, and SWD

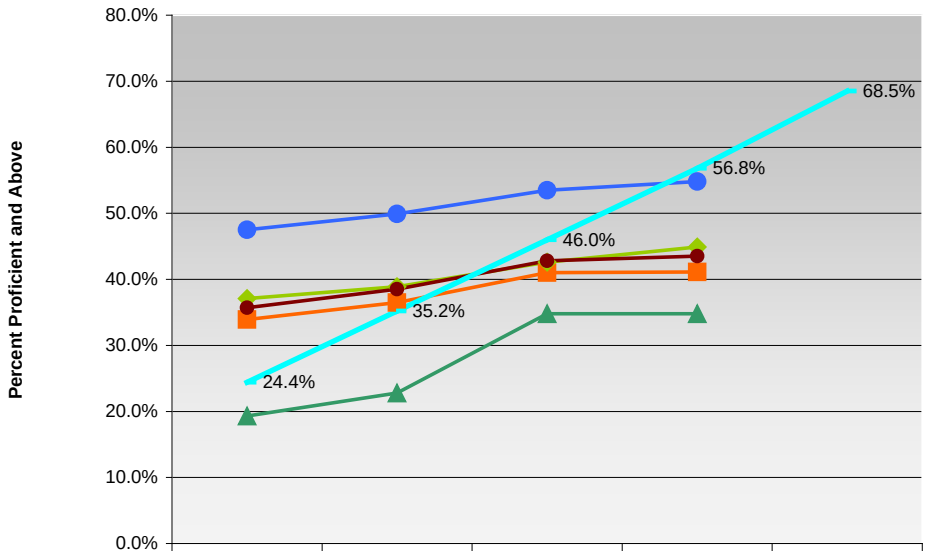


	2007	2008	2009	2010	2011
Cajon Valley Districtwide	47.9%	49.9%	54.7%	54.1%	
EL's	27.3%	28.9%	34.4%	33.5%	
SWD's	17.9%	19.8%	37.5%	37.1%	
Hispanic/Latino	33.7%	36.0%	41.4%	45.0%	
SED's	27.3%	35.6%	41.6%	40.1%	
AMO	24.4%	35.2%	46.0%	56.8%	67.6%

Two additional subgroups are added to the 4-year AYP comparison charts: the Hispanic/Latino and Socioeconomically Disadvantaged (SED) students. Of the district-wide scores and 4 subgroups' data captured in this comparison, the Hispanic/Latino population is the only subgroup showing a pattern of consistent increase, although not sufficient to meet the AMO percent Advanced/Proficient target for ELA in 2009.

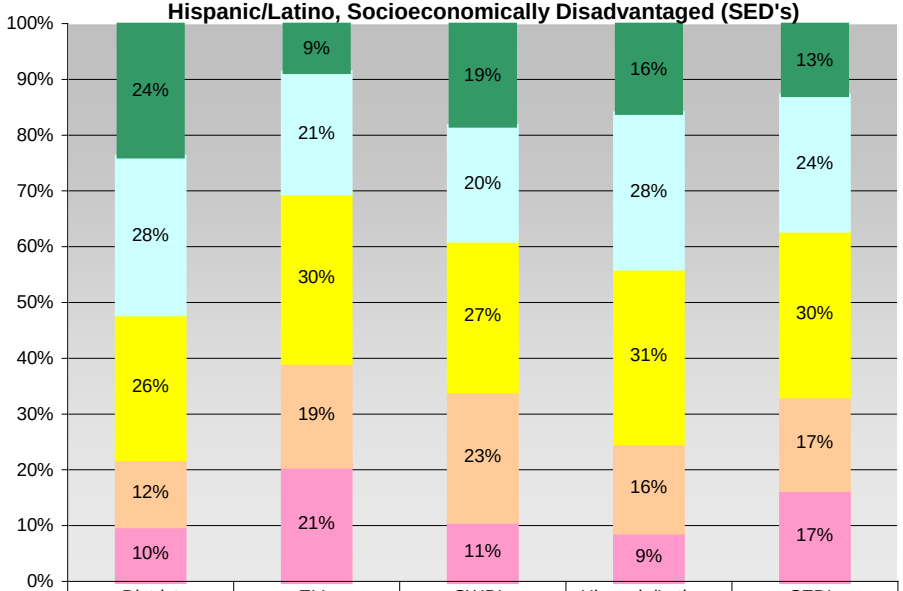
In mathematics, the Hispanic/Latino, and SED AYP percent Advanced/Proficient parallel each other closely, following the pattern seen in the EL population. One thing to note here is that AYP Advanced/Proficient percentages for all groups and district-wide either maintained or gained slightly in 2010 with the greatest gain (2.3 points) realized in the Hispanic/Latino population.

4-Year AYP Comparison for Math - Districtwide, EL, and SWD



	2007	2008	2009	2010	2011
Cajon Valley District	47.5%	49.9%	53.5%	54.8%	
EL's	33.9%	36.5%	41.0%	41.1%	
SWD's	19.3%	22.8%	34.8%	34.8%	
Hispanic/Latino	37.1%	38.9%	42.6%	44.9%	
SED's	35.7%	38.5%	42.8%	43.5%	
AMO	24.4%	35.2%	46.0%	56.8%	68.5%

ELA STAR 2010 Proficiency Level Distribution
District, English Learners (EL's), Students with Disabilities (SWD), Hispanic/Latino, Socioeconomically Disadvantaged (SED's)

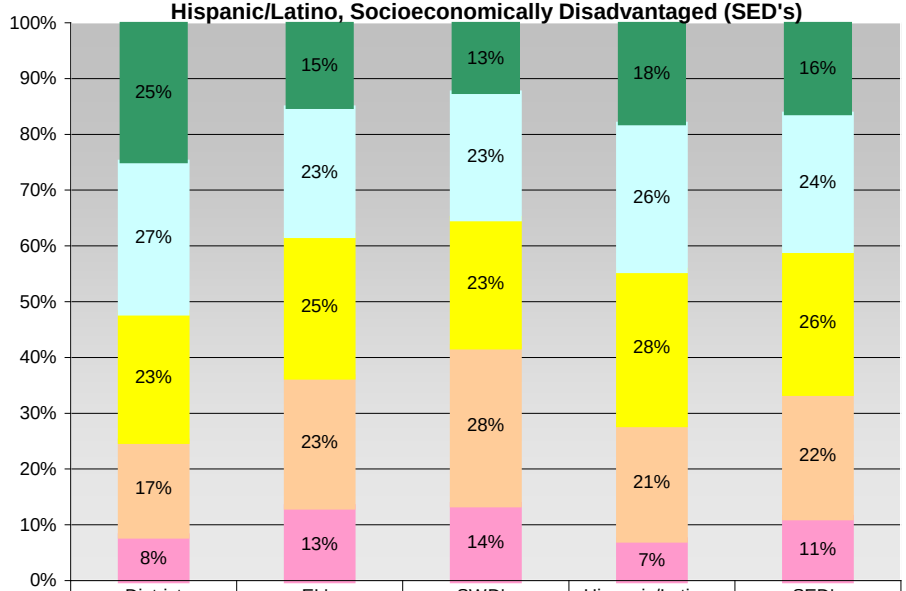


	District	EL's	SWD's	Hispanic/Latinos	SED's
Advanced	24%	9%	19%	16%	13%
Proficient	28%	21%	20%	28%	24%
Basic	26%	30%	27%	31%	30%
Below Basic	12%	19%	23%	16%	17%
Far Below Basic	10%	21%	11%	9%	17%

A review of 2010 STAR data reflects a higher percentage of Hispanic/Latino students meeting the Advanced/Proficient performance levels in ELA, followed by the SWD and SED populations. The smallest percentage of students scoring advanced/proficient is found in the EL population - 22 points below the district percentages for those performance levels. Predictably, the EL population also has the greatest percentage of students in the Below Basic and Far Below Basic performance levels.

2010 STAR mathematics data shows similar performance for the Hispanic/Latino students, followed by SED scores. In mathematics, however, the percentage of EL students who scored Advanced/Proficient was higher than those of the SWD population; likewise, a smaller percentage of EL student scores were in the Below Basic and Far Below Basic categories.

Math STAR 2010 Proficiency Level Distribution
District, English Learners (EL's), Students with Disabilities (SWD), Hispanic/Latino, Socioeconomically Disadvantaged (SED's)



	District	EL's	SWD's	Hispanic/Latinos	SED's
Advanced	25%	15%	13%	18%	16%
Proficient	27%	23%	23%	26%	24%
Basic	23%	25%	23%	28%	26%
Below Basic	17%	23%	28%	21%	22%
Far Below Basic	8%	13%	14%	7%	11%

Analysis of Data for English Learners

The following table shows that for the last two years, the CVUSD has met the annual targets for the Annual Measurable Achievement Objective (AMAO) 1 (Percentage of students making annual progress in learning English), and the AMAO 2 (Percentage of students attaining the English proficient level on the CELDT). CVUSD has not met AMAO 3- (Adequate yearly progress for the EL subgroup at the district level in the areas of English language arts and mathematics) for two consecutive years.

AMAO Data	2008-2009		2009-2010	
	Met		Met	
AMAO 1	Yes		Yes	
AMAO 2	Yes		Yes	
AMAO 3	ELA No	Math No	ELA No	Math No

The next table shows a correlation of the CELDT language performance levels to the CST performance levels in the area of ELA indicates that 44.25% of students who test at the Intermediate level of the CELDT also score Basic level or above on the ELA CST. Further disaggregation of this data shows that 6% of students in the Intermediate group score at the Proficient or Advanced level and 36% score at the Below Basic level.

CST ELA Performance by CELDT level

CELDT Level ►	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
CST ELA Performance Level ▼	N	%	N	%	N	%	N	%	N	%
Advanced	0	0%	0	0%	5	.62%	8	2.15%	0	0%
Proficient	0	0%	5	1.37%	47	5.81%	49	13.17%	3	9.38%
Basic	10	2.27%	46	12.64%	306	37.82%	176	47.31%	7	21.88%
Below Basic	69	15.68%	99	27.20%	293	36.22%	114	30.65%	16	50%
Far Below Basic	361	82.05%	214	58.79%	158	19.53%	25	6.72%	6	18.75%

In the area of math, the next table shows the correlation of the CELDT language performance levels to the CST performance levels in the area of mathematics indicates that 61% of students who test at the Intermediate level of the CELDT also score Basic level or above on the Math CST. Further disaggregation of this data shows that 30% of students in the Intermediate group score at the Proficient or Advanced level and 30% score at the Below Basic level.

CELDT Level ►	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
CST ELA Performance Level ▼	N	%	N	%	N	%	N	%	N	%
Advanced	0	0%	10	2.75%	59	7.33%	38	10.24%	5	15.63%
Proficient	13	2.96%	32	8.82%	180	22.36%	99	26.68%	3	9.38%
Basic	31	7.05%	90	24.79%	255	31.68%	116	31.27%	6	18.75%
Below Basic	157	35.68%	142	39.12%	239	29.69%	91	26.68%	10	31.25%
Far Below Basic	239	54.32%	89	24.52%	72	8.94%	27	7.28%	8	25%

The following table shows that 31% of the CVUSD's EL scored at the Intermediate language performance level. Out of this group, 46.61% met the annual progress target on the CELDT, as per AMAO 1 (gained one language performance level in a year or, if English Proficient, they maintained their level.). However, the Intermediate group, as well as the Beginning group, did not meet the annual growth target of 53.1% required by the state. Students scoring at the Early Intermediate, Early Advanced, and Advanced language levels met, and exceeded, the AMAO 1 target (53.1%). Additionally, 4 out of the 5 language performance bands exceeded the state average performance.

CELDT Level	AMAO 1 Target	CVUSD Percent Meeting Growth Target	State Average Percent Meeting Growth Target
Beginning	53.1%	49.87%	66.7%
Early Intermediate	53.1%	69.36%	63.3%
Intermediate	53.1%	46.61%	40.9%
Early Advanced/Advanced; Not English Proficient	53.1%	77.50%	53.9%
Early Advanced/Advanced; English Proficient	53.1%	73.44%	75.4%

A careful examination of the data from the CEDLT strands (Listening, Speaking, Reading and Writing) reveals that the average scale scores are consistent across the various strands. For CVUSD, the lowest strand on the CEDLT is Reading at 453; the highest is Listening at 469.

CELDT Strands	CVUSD Average Scaled Scores
Listening	469
Reading	453
Speaking	463
Writing	462

According to the expectations established by the Title III AMAOs, EL in CVUSD are not progressing at the accelerated rate that has been established by the state (making targets for annual progress and meeting English proficiency after 5 years):

- 82.17% of students who have been in a US school for 4 years or more are scoring at the Intermediate level or below.
- 77.61% of students who have been in a US school for 5 years or more are scoring at the Intermediate level or below.
- 57.39% of students who have been in a US school for 6 years or more are scoring at the Intermediate level or below.

Length of Time in U.S. Schools		Early Advanced or Advanced	Intermediate	Early Intermediate	Beginning
6 years or more	#	228	218	62	27
	%	42.62%	40.75%	11.59%	5.05%
5 years	#	75	180	44	36
	%	22.39%	53.73%	13.13%	10.75%
4 years	#	87	218	104	79
	%	17.83%	44.67%	21.31%	16.19%
3 years	#	209	314	238	215
	%	21.41%	32.17%	24.39%	22.03%
2 years	#	184	326	234	386
	%	16.28%	28.85%	20.71%	34.16%
1 year or less	#	35	113	169	530
	%	4.13%	13.34%	19.95%	62.57%

The largest group of EL students scoring Proficient/Advanced on the CST has been in US schools for 3-5 years. On average, students who meet Reclassification criteria have participated in the English Learner Program between 3 to 5 years.

EL Students Performance on the CST ELA Based on Time in US Schools		Total	Unknown	0 to 2 Yrs.	3 to 5 Yrs.	6 or more Yrs.
Proficient/Advanced ELA	#	117	0	3	111	3
	%	5.80%	0%	.15%	5.50%	.15%

After Reclassification takes place, the data indicates that students who have been re-designated to English Fluent Proficient have a solid foundation in the English language and the grade level content. 85% of the Reclassified Fluent English Proficient (RFEP) students scored Proficient or Advanced on CST ELA. 90% of the RFEP students scored Proficient or Advanced on CST Math.

RFEP Students Performance on CST ELA and Math		Total
Proficient/ Advanced ELA	#	992
	%	85%
Proficient/ Advanced Math	#	1044
	%	90%

Summary

The recommended CDE self-assessment tools were used to evaluate the factors and concerns needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities.
- English Learner Subgroup Self Assessment (ELSA) – to improve outcomes for English Learners

4.1 District stakeholders collaborated with the DAIT Team from WestEd to conduct a thorough self-assessment using the tools listed above. The team also completed a through analysis of student performance data. The self-assessment indicated that Cajon Valley Union School District Governance, Fiscal Operations, Human Resources, and Informed and Involved Parents and Community are in place and aligned to support a comprehensive reform effort. During the past three years, intensive professional development around research-based instructional practices included in the WestEd T4S protocol has been provided to all teachers and administrators with promising results. Data gathered from all CVUSD classrooms indicate strong gains in communication and design of instructional objectives, increasing student engagement, providing instructional scaffolding, and emphasizing vocabulary development. To ensure continued growth, professional development will continue and be differentiated as determined by observational data. Additionally, 98.92% of CVUSD meet the requirements of NCLB HQT. Teachers not yet meeting HQT have an established plan and timeline in place to meet HQT requirements. As defined by the State, there are no schools in CVUSD defined as persistently dangerous.

As identified in the analysis of data, EL and SWD continue to score below other significant subgroups. To address this need, the English Learner Master Plan was revised this year to include the following:

- Defined criteria for placement of EL students with CELDT levels one through five
- Instructional program offerings that include structured English immersion, English mainstream and alternative programs (upon parent request).
- Support services for implementation of ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies, CDE approved materials, and monitoring and evaluation of student progress
- Reclassification process that enables EL students to exit specialized programs and services for EL
- Standardized instructional pacing and assessment guides for ELA, ELD, Math, and core-replacement courses
- Implementation of ELD curriculum and standardized time allotments evident at most schools
- Newcomer classes for students in the US less than 1 year implemented at sites with large populations of newcomer students
- Additional staff hired to provide extra support for students and families
- Quality professional development provided for cultural awareness, SDAIE strategies, Transference of Skills, ELD standards-based instruction, academic language, and effective teaching strategies for all teachers of EL

To ensure the needs of EL and SWD are met the LEA plan includes:

- Professional development to ensure teachers of ELs have the skills to develop the academic discourse skills of English learners, to support the development of language functions and forms, and how to align ELD instruction to support ELA instruction.
- Implementation of effective English learner research-based strategies to enhance access to the core
- Improved Tier II and III support for students, including EL and SWD, in grades 4-8
- Increased attention given to language acquisition and development outside the designated ELD instructional period
- Increased focused and consistent collaboration that includes attention to EL linguistic and academic needs
- Appropriate student placement for core and ELD instruction clearly defined, implemented and closely monitored
- Separate times for strategic instruction, UA, and ELD for all underperforming students, including EL and SWD
- Implementation of the Catch-up Plan identified in the Master Plan for English Learners
- Consistent implementation of reclassification criteria
- A system to monitor and the implementation of strategies learned during professional development

Based on the needs assessment and the recommendation of the DAIT Team from WestEd, the following areas will be the focus of the District Plan:

- Establish accountability requirements and systems to ensure implementation of the LEA Plan.
- Provide a coherent and aligned, standards-based curriculum, instruction, and assessment system.
- Implement Response to Intervention to ensure that all students, especially EL, SWD, and other high priority students, have access to the core curriculum and, based on assessed need, strategic interventions, and SBE-adopted intensive interventions.
- Ensure ELs receive a minimum of 30 minutes of ELD each day using SBE-approved curriculum, and that teachers have the training necessary to ensure that EL have access to the core curriculum.

Cajon Valley Union School District
2011-2013 District Student Achievement Plan
DAIT Activities and Revised LEA Plan

GOAL: All schools, and the district as a whole, will increase the number of students in all subgroups scoring at the proficient or advanced levels on the California Standards Test in both ELA and Mathematics by a minimum of eight percent (8%).

EPCs Addressed:

EPC 1: Use of State Board Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and instructional materials, including intervention materials.
EPC 2: Implementation of instructional periods for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
EPC 3: Use of an annual district instructional/assessment pacing guide for grades K-8.
EPC 7: Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)
EPC 8: Monthly teacher collaboration by grade level/department (K-8) and department facilitated by the principal.

District Goals						**A) All sites will implement the SBE adopted instructional program and the District Focus Standards in ELA and Math (including intervention materials), according to a six to eight-time pacing schedule which reflects the SBE recommended instructional minutes.**	**EPC**	**Timeline Year 1 or 2**	**Proposed Expenditures / Funding Source**	**Responsible Person/s for Monitoring Action**	**Evidence of Implementation**
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
						English Language Arts					
X			X	X		The CVUSD Governing Board will review and adopt policy in accordance with the EPCs to ensure focus is on improving the performance and increasing the proficiency of EL and SWD in English language arts.	1	1	No New Costs	Superintendent & Asst. Supt., Ed. Services	Board Policy
X	X					A revision committee will revise pacing guides and benchmark assessments to ensure instruction is focused on standards and assessments are used to monitor students' progress toward mastering standards. Revised pacing guides in ELA will ensure all 1-8 grade students are assessed during the same time to enable schoolwide analysis of data. Assessments will be aligned to the pacing guide and will include items from KeyData Systems that align to the California Standards Test (CST). K benchmarks will be administered 3 times per year.	3 7	1	$150,000 DAIT/Title I Stipends Contract w/ KeyData Systems for benchmark development	Educational Services Revision Committee	Online Pacing Guides Aligned Assessments Benchmark Data

									OARS Inspect Contract Printing		
X		**X**	**X**	**X**	**X**	All classrooms will utilize the SBE-adopted instructional program and the accompanying strategic intervention materials according to district pacing guides to ensure students master the District Focus Standards in ELA. • Principals will conduct an environmental scan once each benchmark cycle to ensure all teachers are using SBE-adopted instructional materials and meeting the SBE-recommended minutes of instruction. Data will be collected using the T4S Protocol and entered into the WestEd online monitoring tool. • All Teachers (including special education teachers) will utilize strategies outlined in the T4S protocol to maximize the opportunity for all students to master the core material. • Teachers of English Learners utilize Specially Designed Academic Instruction in English (SDAIE) and Focused Approach strategies to provide EL students access to the core curriculum. Evidence of effective access will be monitored through multiple assessments including benchmarks, summative tests, and informal teacher evaluative measures.	1 2 3	1 & 2	No New Costs	Cabinet Site Principals Teachers DAIT Leadership Team	Environmental Sweeps every benchmark cycle T4S Protocol Data DAIT Leadership Team review 6 times each year
						The LEA will provide a coherent, standards-based approach to teaching and evaluating writing. • A committee will develop a CVUSD Approach to Writing Instruction • Writing prompts and district scoring guides will be selected and/or revised to reflect the rigor of grade-level writing standards. • A minimum of three writing assessments will be completed and scored using revised prompts and scoring guides in all grades. • Functional writing will be integrated throughout the day and throughout the curriculum.	1 3	1&2	$15,000 DAIT/Title I Substitutes/ Stipends for development	Educational Services Writing Committee	Writing Approach Writing prompts Scoring Guides Pacing guides Benchmark data

X		X	X	X	X	Each site will develop and submit a Response to Intervention (RTI) plan using the district template that describes how and when strategic and intensive interventions will be provided. Plans will be reviewed by the Assist. Supt. of Educational Services and the DAIT Leadership team to ensure they include the following: • Full implementation of T4S protocol by all teachers, including teachers of EL and SWD, to ensure high-quality first instruction for all students. • Instructional minutes in all K-5 classrooms that reflect the required SBE-recommended instructional minutes for ELA to include the 30 minute strategic intervention period and ELD block. Middle schools will ensure that all EL have a minimum of 30 minutes of ELD each day. • The use of the strategic intervention materials included with the language arts series or other SBE-approved intervention materials. • A two-hour or two-period block of time for intensive students in grades 4-8 who are two or more years below grade level in ELA, using SBE-approved alternative core programs or district-approved materials. • Entrance and exit criteria used to determine placement for the various levels of intervention. • Strategic support for students who exit intensive intervention programs and return to the core program. • A process to regularly monitor the progress of students in the various levels of intervention. • EL not in intensive intervention programs receive a minimum or 30 minutes of ELD using the SBE-approved materials and support to access core ELA instruction. • SWD have access to the core curriculum and to all curricular materials with appropriate accommodations and/or modifications of curriculum or instruction, as specified in the individualized education programs (IEPs).	1 2 8	1&2	No New Costs	Educational Services staff Principals School Leadership Teams Special Education Staff	Daily schedules Environmental Sweeps each benchmark cycle WestEd coach will review effectiveness and report to the DAIT Leadership Team DAIT Leadership Team Data Review 6 times each year
X		X	X			Schools will fully implement the District English Learner Master Plan including the following:	1 2	1	No New Costs	Educational Services	Environmental Scan each

						• All K – 5 classrooms will reflect the required SBE-recommended instructional minutes for ELA and include a minimum of 30 minutes of ELD each day. Middle schools will ensure all EL receive a minimum of 30 minutes of ELD instruction each day. • Teachers of English learners will provide students with access to the core curriculum by scaffolding instruction through the use of research-based approaches, to include T4S, SDAIE and Focused Approach strategies. • During their core language arts block, bilingual teachers will utilize the Spanish to English Biliteracy Transfer (SEBT) model to teach literacy skills in Spanish and transfer those skills into English.	3 7 8			Team Principals Teachers	benchmark cycle DAIT Leadership Team Review
X		**X**	**X**	**X**	**X**	Special education students will be provided an extended year and receive instruction according to their IEPs.	1	2	No New Costs	Director of Special Education	Enrollment

District Goals						A) All sites will implement the SBE adopted instructional program and the District Focus Standards in ELA and Math (including intervention materials), according to a six to eight-week pacing schedule which reflects the SBE recommended instructional minutes.	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
						Mathematics					
	X	X	X	X	X	A revision committee will revise pacing guides and benchmark assessments to ensure instruction is focused on standards and assessments are used to monitor students' progress toward mastering standards. Current benchmarks are aligned to the pacing guide and the items are aligned to the California Standards Test. In year 2, the pacing guides and benchmarks will be revised so that math benchmarks can be given during the same time across all grade levels to facilitate school level data analysis and instructional planning. K benchmarks will be administered 3 times per year.	3 7	2	$150,000 Stipends Contract with KeyData Systems for benchmark development OARS Inspect contract Printing	Educational Services Revision Committee	Online pacing guides Aligned assessments Benchmark data
X		X	X	X	X	All classrooms will utilize the SBE-adopted instructional programs and the accompanying strategic intervention materials according to district pacing guides to ensure students master the District Focus Standards in Math. • Principals will conduct an environmental scan once each benchmark cycle to ensure all teachers are using SBE-adopted instructional materials and meeting the SBE-recommended number of instructional minutes. Data will be recorded using the T4S Protocol and entered into the WestEd online monitoring tool. • All Teachers (including special education teachers) will utilize strategies outlined in the T4S protocol to maximize the opportunity for all students to master the core material. • Teachers of English Learners will also utilize SDAIE strategies to help EL students access the core curriculum. Evidence of effective access will be monitored through multiple assessments	1 2 3	1 & 2	No New Costs	Cabinet Principals Teachers DAIT Leadership Team	Environmental Sweeps every benchmark cycle T4S Protocol DAIT Leadership Team review 6 times each year

						including benchmarks, summative tests, and informal teacher evaluative measures.					
X		**X**	**X**	**X**	**X**	Each site will develop and submit an Response to Intervention (RTI) plan that describes how and when strategic and intensive interventions will be provided that ensures: • Full implementation of T4S protocol by all teachers, including teachers of EL and SWD, to ensure high-quality first instruction for all students. • Instructional minutes in all K-5 classrooms that reflect the required SBE-recommended instructional minutes for math to include the 15 minute strategic intervention period. • The use of the strategic intervention materials included with the math series or other district-approved intervention materials. • Entrance and exit criteria used to determine placement for the various levels of intervention. • A process to regularly monitor the progress of students in the various levels of intervention. • SWD have access to the core curriculum and to all curricular materials with appropriate accommodations and/or modifications of curriculum or instruction, as specified in the individualized education programs (IEPs).	1 2 8	1&2	No New Costs	Educational Services staff Principals School Leadership Teams Special Education Staff	Daily schedules Environmental Sweeps each benchmark cycle DAIT Leadership Team Data Review 6 times each year

District Goals						B) All sites will administer District benchmarks in ELA and Math aligned to the six to eight-week pacing guides; results will be reviewed collaboratively and used to make instructional decisions for students. Change to six weeks.	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
X	X					The LEA will provide a coherent, standards-based curriculum, instruction, and assessment system. Curricular and assessment materials are aligned with one another and based on the SBE-adopted standards-aligned instructional materials. The LEA will ensure that schools have the necessary technology tools to score assessments. • A revision committee will revise pacing guides and benchmark assessments to ensure that instruction is focused on standards and assessments monitor students' progress toward mastering standards. Revised pacing guides in ELA will ensure that all 1-8 grade students are assessed during the same time in year 1. In year 2, math benchmarks will be revised so that all 1-8 students are assessed during the same time. K students will take benchmarks 3 times each year. o The committee will create a summary of the standards assessed on each benchmark—modeled after the State Blueprints. o The committee will collaborate with KeyData Systems to develop benchmarks using KeyData Systems' item bank that is aligned with California Standards and the CST. o Benchmark 4, given prior to the CST testing window, will be a cumulative designed to measure student achievement on all grade-level standards. Results will enable teachers to provide differentiated intervention to ensure mastery of grade level standards. o Benchmark 5, given at the end of the year, will assess students on grade-level standards that are essential to ensure success in the next grade level.	8	1&2	$200,000 Stipends DAIT/Title I Contract with KeyData Systems for Benchmark Development OARS Contract Printing Scanning Stations	Educational Service Team Revision Committee	T4S Protocol data Benchmark assessment data

X	X	X	X	X	X	• All schools will administer the new District benchmark assessments every 6 – 8 weeks according to pacing guides in 1-8 classrooms, including NSH classrooms to students receiving instruction in core programs. (K benchmarks will be administered 3 times per year). Students in core replacement classes will take the assessments included with the program of instruction and appropriate portions of the district's benchmark 4 test. • All scores will be entered into the OARS data management system to enable comprehensive data analysis that can be disaggregated to ensure all subgroups, including EL and SWD, are making progress towards mastering grade level standards and to ensure that differentiated interventions can be planned.	5		No additional cost	Educational Services Team Principals	OARS Reports
X	X	X	X	X	X	75% of the students in all target groups, including EL and SWD, will reach mastery (demonstrated by a score of 80%or above) on District benchmark assessments in ELA and Mathematics.	5	1 & 2	No New Costs	Educational Services staff Principals Teachers	OARS Reports Accountability Talks
X	X	X	X	X	X	Educational Services, with the assistance of WestEd, will develop guidelines for an inquiry-based protocol for principals to use collaboratively with their teacher teams, including teachers of EL and SWD, for analyzing student benchmark data. • Data analysis will include an in depth review of how EL and SWD are performing in ELA and math. • The data analysis for EL will compare performance in ELA and Math according to the district's Catch Up Plan for EL. • Results of this process will be used to inform reteaching and plan targeted, strategic interventions. • This process will focus on how to strengthen instruction, implementation of the core instructional programs and strategic interventions in ELA and Mathematics. • Grade-level and/or department teams will meet to analyze data after each benchmark.	5 7	1&2	$50,000 DAIT Funds Sub Costs	Assist. Supt. Ed. Leadership Principals WestEd Consultants	Protocol Guidelines Supt./Asst. Supt.Review DAIT Leadership Team review
X	X	X	X	X	X	Develop a system for administrative "Professional Learning Communities" (PLC) to monitor student progress across the district. • After each District benchmark assessment cycle, District	5 7	1 & 2	No New Costs	Supt./Asst. Supt. Ed. Leadership	Action Plans Meeting notes

						administrators will meet with principals and representatives from special education and the EL department, to discuss results on the District benchmark assessments, T4S data, pacing, instructional minutes, and instructional assistance/coaching. • Results of this process will be used to inform instruction and plan targeted strategic intervention differentiated for each site. • A process to identify and share best-practices based on benchmark assessment results will be developed and implemented after each benchmark cycle.				Principals Educational Services Team Teachers	Best Practice strategies DAIT Team Review
X	**X**					The Educational Services Department will conduct a regression analysis to establish correlation between the District benchmark assessments and CST.	5	2	No New Costs	Asst. Supt., Ed. Leadership	Data reports

District Goals						C) The T4S (T4S) Protocol will be implemented in each classroom to ensure all teachers are utilizing research-based instructional practices to support student learning.	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
X	X	X	X	X	X	WestEd will meet once each benchmark cycle with each school to monitor and coach the implementation of the DAIT plan and their single school plans. • WestEd coaches will assist principals and teachers with benchmark data analysis.	5 7	1	$105,000 Contract with WestEd DAIT/Title I	Asst. Supt. Ed. Services Principals	Coaching logs T4S Protocol data Benchmark data
X	X	X	X	X	X	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school communicate standards/objectives to all students as measured by the T4S Protocol. Data will be collected from each class by site principals at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do all of the following: • Align the learning to district curriculum or curriculum maps and to the correct level of understanding required by the standards or objectives • Display objective(s) in student-friendly language to inform students of what they need to know and/or be able to do • Explicitly state or refer to the objective(s) during the lesson • Use the SBE-adopted text and materials	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data

X	**X**	**X**	**X**	**X**	**X**	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school make learning relevant to all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do any or all of the following: • Engage students in recalling prior knowledge, skills or past experiences and relate these to the new learning • Establish for students a reason why they need to know the content or be able to use the skill • Provide activities that are related to real-life application	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data
X	**X**	**X**	**X**	**X**	**X**	By the end of the first year T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school emphasize key vocabulary to all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do all of the following: • Display the key vocabulary from the lesson • Review, define, or demonstrate how the key vocabulary is used within the context of the learning • Engage students to look at/read, say, and write or demonstrate the key vocabulary from the lesson • Direct or tell students to include the academic language in their spoken responses or conversations	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data
X	**X**	**X**	**X**	**X**	**X**	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school scaffold instruction to assist and support student learning to all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do any or all of the following:	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data

						• Explicitly explain and model the learning • Provide teacher-led practice on the learning • Provide examples of the learning at various performance levels • Provide small group instruction based on student needs before, during or after the lesson					
X	X	X	X	X	X	By the end of the first year T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school ensure student engagement throughout the learning for all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do all of the following: • Direct students to be engaged in academic learning • Direct 85 percent or more of the students to be engaged in academic learning at the same time • Make student engagement mandatory (ensures) for 85 percent or more of the students throughout the academic learning	5	1	Contract with WestEd / Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol data
X	X	X	X	X	X	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school uses selected student engagement strategies for all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do any or all of the following: • Direct students to compare, classify or create metaphors or analogies • Direct students to determine and communicate key points of text or a presentation • Direct students to take notes • Direct students to construct a visual of picture of the learning • Prepare an advance organizer prior to the learning and directs students to add necessary facts and details	5	1	Contract with WestEd / Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol data
X	X	X	X	X	X	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school use formative assessment to determine instructional needs for all students as measured by the	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals	T4S Protocol Data

						T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do all of the following: • Engage all students to respond to a question(s) by signaling, writing, or performing in order to check for understanding • Review elicited behavior to check for all students' understanding in order to determine instructional needs • Provide praise, recognition, assistance, or clarification as needed				DAIT Leadership Team	
X	**X**	**X**	**X**	**X**	**X**	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school fosters a climate of fairness, caring and respect as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do all of the following: • Provide a continuously safe and positive learning environment • Listen patiently to all students • Avoid the use of put-downs and sarcasm • Acknowledge students for their efforts or provides reinforcement for an accomplishment	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data
X	**X**	**X**	**X**	**X**	**X**	By the end of the second year, 80% of all teachers at each school will implement all six elements of the T4S (T4S) Protocol.	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol Data
X	**X**					Inter-rater reliability will be established on the T4S (T4S) Protocol.	5	1 & 2	Contract with WestEd /DAIT Title I	WestEd Coach Principals	Calibration activities T4S Protocol Data
X	**X**					Each principal will partner with another principal at least once each year to conduct an environmental scan in all classrooms at their sites to measure implementation of-T4S Protocol.	5	1 & 2	Contract with WestEd / DAIT/Title I	Principals DAIT Team	T4S Protocol Data

District Goals						D) Administrators, teachers, and paraprofessionals will all receive professional development and coaching to ensure their success in implementing the core-curriculum in ELA and Math as well as the elements of the T4S protocol.	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
						Language Arts					
X		X	X	X	X	District will support all site administrators and teachers, including special education teachers, in the strengthening of the SBE-adopted core instructional program and materials in ELA by providing revised pacing guides that include Focus Standards, Key Lessons, Academic Vocabulary, and Best Practices after each benchmark.	1 3 7	1 & 2	No New Costs	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Pacing Guides Best practices WestEd coaching logs
X		X	X	X	X	All administrators will have completed AB430 ELA professional development.	1	1	$5,000 Registration + Sub Costs/ Title II	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Enrollment verification
X	X	X	X	X	X	All K-5 teachers and 6-8 ELA teachers will have one day of professional development based on data analysis from district benchmarks and CST results to share best practice strategies. • At the end of each benchmark cycle the assistant superintendent of educational services will facilitate an administrative PLC with principals to analyze benchmark data and identify areas of need and best practice to support reteaching in these areas. • A focus group of teachers having success in the areas of need will identify the strategies that are leading to results and that information will be incorporated into professional development. • The coordinator of EL will collaborate with the focus group to include strategies that support the needs of EL that includes strategies to support the development of language functions and	2	1 & 2	$60,000 Sub Costs/ DAIT/Title I	Asst. Supt. Ed. Services Coordinator of PD	Attendance Varification

						forms and how to align ELD instruction to support ELA instruction.					
						Mathematics					
	X	**X**	**X**	**X**	**X**	District will support teachers, including special education teachers, in the strengthening of the SBE-adopted core instructional program and materials in Mathematics by providing revised pacing guides that include Focus Standards, Key Lessons, Academic Vocabulary, and Best Practices after each benchmark.	1	1	No New Costs	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Pacing guides Best practices WestEd coaching logs
	X	**X**	**X**	**X**	**X**	All teachers, including special education teachers, who have not already completed the SB 472 training in math, will participate in the SB 472 math professional development related to the math adoption.	1	1	Registration + Sub Costs / Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Enrollment verification
	X	**X**	**X**	**X**	**X**	The Educational Services Department will ensure all administrators will participate in AB 430 Mathematics professional development.	1	2	Registration / AB430	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Enrollment verification
X	**X**	**X**	**X**	**X**	**X**	All teachers, including special education teachers, and administrators will receive professional development on the elements of the T4S Protocol. • Teachers new to the district and those who have not yet completed T4S training will attend district workshops • At the site level, differentiated workshops will be planned to support areas of growth as identified by the collection of data using the T4S protocol.	6	1 & 2	Contract with WestEd; Subs + out-of-contract	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Go Sign Me Up Professional Development Tracking System data
X	**X**	**X**	**X**	**X**	**X**	All sites will collaborate with Cabinet and the DAIT Leadership Team to develop a differentiated professional development plan that includes T4S, data analysis, RTI, and support for EL and SWD.	6	1	No New Costs	Asst. Supt. Ed. Services Principals	WestEd coaching log

										DAIT Leadership Team	
X	X	X	X	X	X	Site principals will receive professional development in observing and analyzing classroom instruction and providing teachers with specific feedback on their ability to provide high-quality instruction outlined in the California Standards for the Teaching Profession and the T4S Protocol.	6	1	Contract with WestEd / DAIT/Title I	WestEd Coach Principal	WestEd coaching log
X	X	X	X	X	X	Site principals will provide teachers with specific feedback, assistance, and support on their ability to provide high-quality instruction outlined in the California Standards for the Teaching Profession and the T4S Protocol at least once each benchmark cycle.	6	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Protocol data
						Data Analysis					
X	X	X	X	X	X	Site principals and teachers will receive professional development in collaborating to use data to inform instruction through data teams. • Principals will receive a day of training in August. • WestEd coaches will assist principals in training teachers. • WestEd coaches will model the process with principals and teachers.	5	1-2	Contract with WestEd/ DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	WestEd Coaching Logs
X	X	X	X	X	X	Principals will receive advanced professional development in the OARS data management system.	5	1	No new cost	Asst. Supt. Ed. Services Coor. Data/Assessment Principals DAIT Leadership Team	Attendance Logs

						Administrator/District Coaching					
X	**X**	**X**	**X**	**X**	**X**	WestEd will meet once each benchmark cycle with schools to monitor and coach the principals and leadership teams in the implementation of the DAIT activities and their school plans.	5	1 & 2	Contract with WestED / DAIT/Title II	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Coaching Logs
X	**X**	**X**	**X**	**X**	**X**	WestEd will meet once at the beginning of the year and after each benchmark cycle with the DAIT Leadership Team to discuss implementation of the DAIT activities and LEA Plan.	5	1 & 2	Contract with WestED / DAIT/Title II	Asst. Supt. Ed. Services Principals DAIT Leadership Team	DAIT Leadership Team Minutes

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	EIA – State Compensatory Education
	Title I, Part B, CaMSP	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title II, EETT ARRA		Tobacco Use Prevention Education (Prop 99)
X	Title III, Limited English Proficient		Immediate Intervention/ Under performing Schools Program
X	Title III, Immigrants		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tenth Grade Counseling
	Title V, Part A, Innovative Programs – Parental Choice		Healthy Start
	Adult Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	McKinney-Vento Homeless – ARRA		Other (describe): ELILP- English Language and Intensive Literacy
X	McKinney-Vento Homeless Education		Other (describe): CBET – Community Based English Tutoring
X	IDEA, Special Education	X	Other (describe):ELAP – English Language Acquisition Program 4-8
X	21st Century Community Learning Centers		
X	Other (describe): Reading First		
X	Other (describe): CalServe Learn and Share		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2010-11

Please complete the following table with information for your District.

Programs	2010-11 District Carryovers	2010-11 District Entitlements	2010-11 Direct Services to Students at School Sites ($)	2010-11 Direct Services to Students at School Sites (%)
Title I, Part A	$ 652,357	$ 4,435,859	$ 4,554,170	85%
Title II, Part B, CaMSP	-0-	$450,000	-382,500-	85%
Title I, Part C, Migrant Education	-0-	-0-	-0-	-0-
Title I, Part D, Neglected/Delinquent	-0-	-0-	-0-	-0-
Title I, Part A ARRA Stimulus	$1,010,918	-0-	$980,590	97%
Title II Part A, Subpart 2, Improving Teacher Quality	$ 217,416	$ 694,172	$ 358,839	39%
Title II, Part D, Enhancing Education Through Technology	$ 228,082	$ 312,918	$ 206,171	38%
Title III, Limited English Proficient	$ 177,752	$ 467,521	$ 458,178	98%
Title III, Immigrants	$ 67,217	$ 110,040	$ 152,979	98%
Title IV, Part A, Safe and Drug-free Schools and Communities	$ 139,464	$ 0	$ 154,104	74%
McKinney-Vento Homeless	-0-	$28,105	$27,262	97%
McKinney-Vento Homeless-ARRA	$11,500	-0-	$11,155	97%
Reading First	$ 213,392	$ 390,000	$ 448,834	74%
T-II EETT ARRA	-0-	$ 88,783	$ 86,119	97%
CalServe Learn & Share	-0-	$76,000	$64,600	85%
IDEA, Special Education	-0-	$2,758,745	$2,051,863.47	74%

DISTRICT BUDGET FOR STATE PROGRAMS – 2010-11

Please complete the following table with information for your District.

Categories	2010-11 District Carryovers	2010-11 District Entitlements	2010-11 Direct Services to Students at School Sites ($)	2010-11 Direct Services to Students at School Sites (%)
EIA – SCE / LEP	$ 1,480,211	$ 2,744,674	$ 3,688,761	87%
State Migrant Education	-0-	-0-	-0-	-0-
Child Development Programs	$126,990	$2,262,045	$1,713,106	74%
Educational Equity	-0-	-0-	-0-	-0-
English Language Development Program	$ 224,458	$ 202,965	$ 427,423	100%

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to school wide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  (A) Have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. **The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:**

- **Strategies for using technology to improve academic achievement and teacher effectiveness.**

- **Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.**

- **Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.**

- **Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.**
- **Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.**
- **A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.**
- **A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.**
- **A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.**
- **Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.**
- **A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.**
- **Collaboration with adult literacy service providers.**
- **Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.**
- **Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.**

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.

    - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

    - A crisis management plan for responding to violent or traumatic incidents on school grounds.

    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- will be submitted to the SEA at the time and in the manner requested by the SEA.

<u>New</u> LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

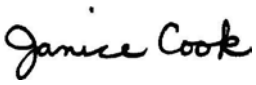
    (i) truancy rates;
    (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and District levels) will participate in the state's assessments program

Janice Cook, Ed. D.
Print Name of Superintendent



Signature of Superintendent

June 21, 2011