

(Rev 08-10)
California Department of Education
District and School Improvement Division
use only)

(CDE

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **March 9-10, 2011**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Covina-Valley Unified School District

County/District Code: 19 64436

Dates of Plan Duration (should be up to three years): 2011-2013

Date of Local Governing Board Approval: 6/27/11

District Superintendent: Dr. Catherine Nichols

Address: 519 East Badillo St.

City: Covina State: CA Zip: 91723

Phone: (626) 974-7000 Fax: (626) 974-7061

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team.

See Assurances on pages 63 – 71. Signatures are required on page 72.

**LEA Plan
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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. 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.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards

- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state’s lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA’s, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning,

implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others 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 (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

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	
<input checked="" type="checkbox"/>	Title I, Part A	<input checked="" type="checkbox"/>	EIA – State Compensatory Education
	Title I, Part B, Even Start	<input checked="" type="checkbox"/>	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality	<input checked="" type="checkbox"/>	Child Development Programs
<input checked="" type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology		Educational Equity
<input checked="" type="checkbox"/>	Title III, Limited English Proficient	<input checked="" type="checkbox"/>	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
<input checked="" type="checkbox"/>	Career Technical Education		Tenth Grade Counseling
<input checked="" type="checkbox"/>	McKinney-Vento Homeless Education		Healthy Start
<input checked="" type="checkbox"/>	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	741,063	1,982,026	2,314,627	85%
Title I, Part B, Even Start	NA			
Title I, Part C, Migrant Education	NA			
Title I, Part D, Neglected/Delinquent	NA			
Title II Part A, Subpart 2, Improving Teacher Quality	140,992	514,370	655,362	100%
Title II, Part D, Enhancing Education Through Technology	5948	7213		100%
Title III, Limited English Proficient	64,997	190,426	250,315	98%
Title III, Immigrants	NA			
Title IV, Part A, Safe and Drug-free Schools and Communities	20,279	NA		100%
Title V, Part A, Innovative Programs – Parental Choice	NA			
Adult Education	(Tier 3)			
Career Technical Education	0	83,392	70,883	85%
McKinney-Vento Homeless Education	22,632 (ARRA)	41,848		100%

IDEA, Special Education				
21 st Century Community Learning Centers	NA			
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	233,618	55,041	288,659	100%
EIA – Limited English Proficient	381,315	1,174,782	1,316,280	89%
State Migrant Education	NA			
School and Library Improvement Block Grant	(Tier 3)			
Child Development Programs	0	1,701,892		100%
Educational Equity	0			
Gifted and Talented Education	(Tier 3)			
Tobacco Use Prevention Education – (Prop. 99)	NA			
High Priority Schools Grant Program (HPSGP)	NA			
School Safety and Violence Prevention Act (AB 1113)	NA			
Tenth Grade Counseling	(Tier 3)			
Healthy Start	NA			
Dropout Prevention and Recovery Act: School-based Pupil Motivation	(Tier 3)			

and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

Introduction to Our Schools

The Covina-Valley Unified School District serves the community of Covina and surrounding areas of West Covina, Azusa, Glendora, San Dimas and Irwindale. The school district serves approximately 14,000 students in grades kindergarten through twelve. Enrollment as of October, 2010 was 13,659.

The ethnic distribution of the student population is: Hispanic – 58%; Black – 5%; White – 24%; Asian – 7%; and, Other – 6%. In 2001-02, special populations included: 1,895 English Language Learners; 1,631 Special Education Students; and, 6,406 students on free and reduced lunch.

Instructional programs are offered at 10 elementary schools (K-5), three middle schools (6-8), three comprehensive high schools (9-12), and one alternative education high school. In addition the Vincent Children’s Center serves preschool children and special education students ages 3-5. A tri-community adult education program is also offered. The District employs 925 certificated employees and 889 classified employees.

The Covina-Valley Unified School District has received wide acclaim for its innovative educational programs in a variety of areas. These distinctions, including selected California Distinguished Schools, coupled with the demonstrated achievement by students and a balanced and comprehensive curriculum, have provided for a comprehensive educational program at every grade level.

The District is founded upon an identified set of beliefs that are the foundation of the District Vision Statement. The goals and priorities act as the conduit for the vision to become a reality. Annually, the goals and priorities are evaluated using outcome, process, demographic, and perceptual data to determine the effectiveness of the implementation of the priorities. This is accomplished through a Strategic Planning Committee representative of the District community who communicates with administrators and teachers throughout the process. Each school plan is developed using these goals and priorities. They and the NCLB Goals will be the foundation of this LEA Plan.

Priorities for Covina-Valley Unified School District **2010 - 2011 and Beyond**

Vision Statement

We, the Covina-Valley Unified School District, will be a leader in the educational community, providing a well-rounded and diverse education that promotes life-long learning. We will ensure that a safe, nurturing and challenging environment exists for everyone. Students will gain academic excellence, self-esteem, and pride through achievement and accomplishment. We will serve as the catalyst to strengthen community partnerships, maximizing opportunities for all students to reach their greatest potential.

The primary District priority is improving student achievement. The district will align all programs, professional development opportunities, resources and parental and community involvement to assist all students to perform at the proficient and advanced levels on standards-based assessments in all academic subjects. Our curriculum and instruction provide an exemplary and balanced educational program to our students. All students will have access to highly qualified teachers who employ a variety of instructional strategies to provide a rigorous standards-based curriculum. Students will benefit from the multitude of experiences they enjoy in the arts, drama and athletics.

The District is resolute in its commitment to close the achieve gap. All students in the Covina-Valley Unified School District will flourish given strong instruction and appropriate interventions guided by expert leadership.

A four-year college and career readiness culture provides the vision for excellence that will permeate the school district. Students will leave Covina-Valley Unified School District equipped to attend four-year colleges. It is a strongly held belief that students who successfully complete a rigorous high school curriculum are better prepared for success in the future. Students from CVUSD should leave our school district with the skills and experiences to compete with students who graduate from any school district in the nation.

Three Areas of Focus

It is with absolute certainty we acknowledge that the landscape we are operating within continues to evolve. We are challenged to provide a first class education and rigorous learning experiences to ensure our students will be prepared to compete in a world that is increasingly borderless in terms of the economy and the work force. Our students will most assuredly be working in a global economy requiring a multitude of skills, innovative ideas, the ability to problem solve and the ability to bridge and understand cultures that have not existed in the past. It is both a serious responsibility and an awesome challenge.

Three areas of focus will assist students prepare for the future:

1. High quality teaching for the whole child resulting in increased student achievement and closing the achievement gap.

2. Curriculum and services that support students coming to school ready to learn and which promote healthy choices and lifestyles.
3. Prepare students for college and career readiness through completing A-G requirements, taking the SAT and providing career pathways.

These three areas are supported by:

1. Recruiting, retaining and nurturing high quality employees.
2. Strategic resource allocation and fiscal solvency.
3. Quality facilities that meet educational and community need

Educational Services Road Map

Primary District Priority: All students will be proficient or advanced on the California Standards Tests, CMA, and CAPA by 2014. Educational Services, working in concert with the Board of Education and administrators, will continue to align all programs, professional development opportunities, resources, and parental and community involvement to assist all students to perform at the proficient and advanced levels in academic subjects with a particular focus on English/Language Arts and mathematics. All students, including such subgroups as Title I, English Learner, and Special Education, will have access to highly qualified teachers who employ a variety of instructional strategies to provide a standards-based curriculum focused in creativity, critical thinking, and problem-solving.

Highest Leverage Recommendations From Technical Assistance Team for Focus, Intensity and Coherence

A significant trend in all Pivot Learning Partners studies of schools and districts that made the highest student achievement gains for the most challenging students were those places where leaders relentlessly implemented a strategy of focus, intensity and coherence throughout their systems. This trend was true in the elementary, middle, high schools and districts in the Best Practice research studies.

Leadership

In order to develop and embed a culture of continuous improvement, the Board of Education, Superintendent and district leaders need to provide a unified, coherent message of clear, measurable goals with related expectations. Processes and programs designed to achieve the goals must be monitored and evaluated. It is essential that staff is clear on what is expected and what they will be accountable for achieving. Identifying a few key district goals is essential to success. Every initiative needs a plan that takes it to system-wide institutionalization. This can take 3-4 years. During implementation, ongoing messaging, monitoring and evaluating followed by adjusting should be practiced at all levels of district of the district. There is also a need to establish and implement a system to ensure the timely implementation of current Education Code requirements. Some examples include providing appropriate materials for all levels of interventions, evaluation of staff and other items that may require a new Board policy or Regulation.

Effective Instruction

In order to improve teaching and learning, institutionalize the effective implementation of the district's core instructional improvement strategy, effective lesson design and delivery. As with any new initiative, the challenge is always to assure there is a comprehensive plan to reach a point where the strategies become institutionalized. This usually takes 3-5 years. Covina-Valley Unified launched this improvement strategy in 2010-2011 and has successfully completed the first three major steps in implementing the core strategy to institutionalization. The district has: 1) Identified the need- 3rd grade and Algebra teachers received the first training because of low student achievement scores; 2) Clearly communicated the direction and expectation using the District Priorities for 2010-2011 document; 3) Developed a schedule to complete the training of all teachers by June 2012. One- day training with several follows up sessions for administrators were provided.

In order to institutionalize effective lesson design and delivery, the current plan for implementation needs to be revised for 2011-2012 to assure clear expectations for teachers and principals regarding implementation are communicated; coaching for teachers and administrators is provided; regular messaging to staff continues; time is provided for teachers to plan, develop lessons and re-organize materials; district and site administrators monitor implementation and provide helpful feedback; and current site-based interim assessments are continued and new district-wide benchmarks are developed.

In 2012-2013 additional components of the district plan should include training on how strategies learned in GLAD, GATE and other trainings can be incorporated in a "clean lesson,"

effective lesson design and delivery training for new teachers, use of PLC meetings to discuss the effectiveness of the clean lessons, deconstructing standards, and student success in learning the target objective. The district should also provide opportunities for repetition of content elements for all trained teachers and administrators. Focus, intensity and coherence are the operative word to achieve institutionalization. The district should avoid any other professional development initiatives unless there is an urgent and compelling need.

Evaluation

Update evaluation systems in order to provide effective, thorough and frequent evaluation for all district employees. Align processes to the latest standards and elements included in the California Professional Standards for teachers and administrators and include progress on district goals and initiatives (TESS) to maintain focus and intensity. Once employee evaluation systems are in place, develop an action plan that includes training, monitoring and evaluation of the systems and their effectiveness in supporting key strategies.

Local Measures of Student Performance s

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Local Measures of Student Performance (*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- e) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

- f) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- g) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- h) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Covina-Valley Unified School District has a district-wide system of writing assessments from Kindergarten through Grade 12. This system focuses on the writing domains specified for each grade level in the California Content Standards for English-Language Arts. All K-5 teachers and all 6-12 English Language Arts teachers score the writing assessments three times each year using holistic scoring rubrics that were developed by district teachers based on the STAR and CAHSEE Writing rubrics. K-5 teachers worked in the summer of 2010 to align the writing prompts to the new Houghton Mifflin Medallions English Language Arts textbook adoption and to revise the prompts for added rigor and clarity. Through the school plan process and professional learning communities, site administrators and teachers use the writing assessment data to focus on improved writing instruction for all students.

In addition, student results on site-based common assessments are analyzed throughout the year in a formative approach using the process of “gap analysis” as part of the SPSA activities. Teachers and administrators utilize DataDirector as the web-based management tool for gathering student and subgroup data and for monitoring student achievement. Results from site-based common assessments are used to plan for continuous improvement and the implementation of expanded instructional programs as well as targeted interventions. These results serve as benchmarks for monitoring progress on the achievement of state content standards.

Principals and Assistant Principals frequently work in district-wide Professional Learning Communities during Principal Meetings to analyze districtwide trends in student data and to share best practices for improved instruction and targeted interventions. In addition, articulation conversations occur to ensure smooth transitions from elementary to middle to high school. Principals then work collaboratively with their Leadership Teams to strengthen the educational programs offered.

Beginning in the fall of 2010, the District began implementing a process of curriculum, instruction, and assessment alignment based on a brain-based research model provided by RISE TESS Instructional Services, led by Dr. Frank Rodriguez. As a part of this alignment, the district has purchased a high quality test item bank called OARS. This item bank is being used by teachers to develop district-wide benchmark exams in English-Language Arts and mathematics.

During the 2010-11 school year, the following grades/subjects will utilize the newly developed district benchmark exams:

- * Grade 3 ELA
- * Grade 3 Math
- * Grade 9 ELA
- * Grade 10 ELA
- * Algebra I
- * Geometry
- * Algebra II

During the summer of 2011 and the fall of 2011, new district benchmark exams will be completed for ELA and Mathematics. Science and History/Social Science development will be completed by the summer of 2012.

Attached is the District-wide “Data Dashboard” which indicates the site and district-wide indicators that are being monitored to ensure high levels of student achievement. Included in the “Data Dashboard” are data elements that include AYP, API, annual attendance rates, STAR, CAHSEE, AP, a-g completion, graduation rate, and D/F percentages. All schools use the “Data Dashboard” to gauge student achievement growth and to establish clear focus goals for student achievement.

During the 2010-11 school year, the district and school sites completed the California Department of Education’s state tools including the Academic Program Survey (APS), District Assistance Survey (DAS), English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities. Results of these tools were validated by the District/School Liaison Team (DSLTL) in January 2011 and February 2011.

The APS data were gathered via the administration and site leadership teams at each school site. At the secondary level, English Language Arts and mathematics teachers participated in the survey process. APS results across the district indicated the following areas of district strengths:

- Instructional Program: All students provided SBE-adopted basic core instructional materials in ELA, ELD, and mathematics including ancillary materials for universal access.
- Instructional Time: Daily instructional time requirements for ELA, ELD, and mathematics are followed and monitored.
- All classrooms are staffed with fully credentialed, highly qualified teachers.
- All schools facilitate and support structured collaboration meetings (PLCs: Professional Learning Communities) at least monthly and are working to ensure greater frequency.
- School and District general and categorical funds are coordinated, prioritized, and aligned with the EPCs in English-Language Arts, ELD, and mathematics.

APS results across the district indicated the following areas of district needs:

- SBE-adopted mathematics intensive intervention programs have not been provided for grades 4 and higher.
- All schools are not providing 2.5 hours of uninterrupted instructional time for students at grades 4-8 who are identified as needing intensive intervention in English-Language Arts.

- All schools are not providing sufficient instructional time for students at grades 4-8 who are identified as needing intensive intervention in mathematics.
- Annual district pacing guides are not in place across all grade levels and content areas.
- All principals and assistant principals have not been provided the 40-hour administrative training in the SBE-adopted basic core and intervention program materials in English-Language Arts and mathematics.
- Eight teachers district-wide are in training for the CLAD authorization; There are misassignments at some of the secondary schools
- Content experts, coaches, and specialists who work primarily in classrooms to provide targeted support of English-Language Arts and mathematics teachers are not provided across all grade levels.

DAS results indicated the following areas of district strengths:

- The District's vision, mission, policies, and priorities are focused on the academic achievement of all students and reflect a commitment to equitably serving the needs and interests of all students.
- The District provides an ongoing support system for administrators, especially those in underperforming schools.
- The District has a user-friendly and easily accessible data management system that tracks data from multiple sources, over time, to determine program effectiveness.
- The District has systems in place to provide timely and two-way communication with parents/families and community members.
- The LEA Plan and SPSA allocate and align general and categorical expenditures to improvement activities based on identified needs of high priority students.

DAS results across the district indicated the following areas of district needs:

- All components of a coherent standards-based curriculum, instruction, and assessment system are not fully implemented across all grade levels and content areas.
- SBE-adopted intensive intervention materials in mathematics are not fully in place.
- Content experts and coaches who regularly support instruction within the classrooms are not deployed by the District.
- All principals and assistant principals have not completed materials-based professional development in English-Language Arts and mathematics.

AMAO and ELSSA data were reviewed by the DSLT. Key findings from the AMAO and ELSSA data included the following areas of district strengths:

- The District has made all AMAO #1 and AMAO #2 targets since the beginning of the AMAO accountability system.
- The District has made all AMAO #3 Participation Requirements since the beginning of the AMAO accountability system.

- Through 2008 in mathematics and 2007 in ELA, the District made AMAO #3 Percent Proficient requirements.
- Almost 70% of English Learners at the Beginning, Early Intermediate, and English Proficient level meet AMAO #1 growth targets.
- 45% of English Learners who have been in US Schools for 5 years and 50% of English Learners who have been in US Schools for 6 or more years score at the English Proficient level on CELDT.
- 52% of English Learners who have been in CVUSD Schools for 6 or more years score at the English Proficient level on CELDT.
- 34% of Grade 2 English Learners at the Intermediate level on CELDT score Proficient or higher on CST ELA; the statistic for this same group is 46% Proficient or higher on CST mathematics.
- 84% of Grade 2 English Learners at the English Proficient level on CELDT score Proficient or higher on CST ELA; the statistic for this same group is 86% Proficient or higher on CST mathematics. Third and fourth graders in this subgroup also perform at high levels on CST mathematics.
- The majority of RFEP students through grade 5 score extremely high on the CST ELA and CST mathematics.
- 93% or more of RFEP students who have been in US Schools 4 or more years pass CAHSEE ELA and mathematics (scale score of 350).
- 58% of RFEP students score Proficient (scale score of 380) on CAHSEE ELA; 71% of RFEP students score Proficient (scale score of 380) on CAHSEE mathematics.

Key findings from the AMAO and ELSSA data included the following areas of district needs:

- In 2008-09 and 2009-10, the EL subgroup did not meet the AMAO #3 Percent Proficient targets.
- Only 42% of English Learners at the Intermediate level on CELDT met the AMAO #1 growth target.
- 46% of English Learners who have been in US Schools for 6 or more years score Intermediate or lower on CELDT.
- Middle school English Learners at the Intermediate level on CELDT perform lower on the CST ELA and CST mathematics than elementary school English Learners at the Intermediate level.
- Middle school English Learners at the English Proficient level on CELDT perform lower on the CST ELA and CST mathematics than elementary school English Learners at the English Proficient level.
- RFEP students perform higher on the CST ELA and CST mathematics in the elementary grades than the middle school grades.
- English Learners who have been in US Schools 6 or more years pass CAHSEE (scale score of 350) at a rate of 50% in ELA and 61% in mathematics; proficient level (scale score of 380) CAHSEE scores are lower for the same EL subgroup.

Key findings from the ISS data included the following areas of district strengths:

- Special education programs in the District provide needed services for students with a wide variety of disabilities that are targeted to meet individual specific needs.
- IEP development and meeting legal requirements for special education students are strengths.
- The District is moving forward with a sound plan for ensuring teacher autism authorizations.
- Annual paraprofessional training ensures adequate preparation for supporting the needs of students with disabilities.
- Parent involvement by parents of students with disabilities is a strength in terms of parents' active participation and two-way communication with school staff.

Key findings from the ISS data included the following areas of district needs:

- Need to strengthen the continuum of special educational services offered so that students can transition to the least restrictive environment and back into the classroom.
- Need a more systematic process for collecting behavior data to identify student behavioral needs and inform decision-making and prevention.
- Need to develop a plan to ensure teacher authorization in all 6 new areas recently approved by the Commission on Teacher Credentialing.
- Need to provide more professional development in the practical application of trellising grade level goals to be measurable, standards-aligned, and calculated to close the achievement gap.
- Need to provide professional development for teachers regarding more inclusive practices for special education students.

In summary, data from the four CDE tools including the APS, DAS, ELSSA, and ISS have been validated by the District/School Liaison Team (DSLTL) and have provided clear analyses of programmatic strengths as well as needs for improvement. The LEA Plan contained herein seeks to utilize the strengths as a foundation for building the areas of need. The DSLTL will continue to monitor the activities of the LEA Plan.

"Covina-Valley Unified Student Achievement Data" DISTRICT

Schoolwide Indicators	2006-2007	2007-2008	2008-2009	2009-2010
AYP Met All Components	No	No	No	No
AYP Met in ELA	No	No	No	No
AYP Met in Math	Yes	No	No	No
API Met Schoolwide Target	738	747	758	769
Annual Attendance Rate	N/A	N/A	95.78	95.70

Mathematics	2006-2007	2007-2008	2008-2009	2009-2010
3 rd Grade Math Proficiency (% scoring Proficient and Advanced)*	55%	58%	58%	62%
5 th Grade Math Proficiency (% scoring Proficient and Advanced)*	40%	46%	52%	56%
6 th Grade Math Proficiency (% scoring Proficient and Advanced)*	40%	38%	43%	45%
1 st Time Passing Rate Math CAHSEE†	79%	82%	83%	87%
Algebra 1: 8 th Grade Participation Rate*	24%	24%	39%	49%
Algebra 1: 8 th Grade Proficiency Rate (% scoring Proficient and Advanced)*	47%	50%	39%	32%

English Language Arts	2006-2007	2007-2008	2008-2009	2009-2010
3 rd Grade ELA Proficiency (% scoring Proficient and Advanced)*	38%	37%	41%	41%
5 th Grade ELA Proficiency (% scoring Proficient and Advanced)*	39%	44%	52%	57%
6 th Grade ELA Proficiency (% scoring Proficient and Advanced)	37%	42%	49%	53%
8 th Grade ELA Proficiency (% scoring Proficient and Advanced)*	38%	46%	49%	53%
1 st Time Passing Rate English CAHSEE†	82%	83%	82%	79%

College Going	2006-2007	2007-2008	2008-2009	2009-2010

Graduation Rate (AYP)	93.5%†	91.3%†	90.4%†	93.7%**
% A-G Completion Rates for UC/CSU	23.8%†	36.3%†	33.7%†	36.8%**
% of 9-12 students taking Advanced Placement Courses**	15.8%	15.4%	18.4%	18.0%
Number AP exams taken‡	1240	1421	1485	1564
% AP exams passed with scores 3 or higher‡	47%	46%	49%	48%
Percentage of 9-12 students that had at least 1 D or F by the end of the 4 th quarter (Semester 2)**	53.5%	51.5%	48.5%	47.1%
Percentage of 9-12 students that had at least 1 D or F by the end of the 2 nd quarter (Semester 1)**	50.8%	47.4%	47.6%	44.1%

*Source: STAR Results

**Source: *Aeries*

†Source: *DataQuest*

‡Source: *The College Board*

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Reading

*The superintendent and district leaders will provide a unified, coherent message of clear, measurable goals with related expectations. Processes and programs designed to achieve the goals will be monitored and evaluated. It is essential that staff is clear on what is expected and what they will be accountable for achieving.

Description of Specific Actions to Improve Education Practice in Reading <small>*Starred items represent responses to recommendations by Technical Assistance Team</small>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <u>Alignment of instruction with content standards:</u></p> <p><u>Instructional Materials:</u></p> <p>A. Objective: In response to “Corrective Action 6”, the District will implement a standards-based/standards-aligned core and intervention materials in reading/English-language arts for all students.</p> <p><i>Grades K-5 adopted the Houghton Mifflin Medallions (c. 2010) series in 2009 and full implementation is under way. The adopted ELA text for grades 6-12 in McDougal Littell, (c. 2002). The District will identify and purchase updated standards-aligned reading/language arts instructional materials for grades 6-12 aligned to the Common Core State Standards and new state frameworks when they become available. The District has adopted <u>Language! (Sopris West, 3rd ed. K-5, c.2004; 4th ed. 6-12, c. 2009) as a Tier III core replacement for ELA.</u></i></p>				

<p><u>Action Steps:</u></p> <p>1. The District will require principals to perform a Williams Survey at the beginning of the school year and will certify that each student in every classroom has SBE/School Board adopted curriculum for each subject.</p> <p>2. The District will distribute to principals a list of all required components of the instructional materials in ELA.</p> <p>3. Special Ed teachers are provided and expected to use core curriculum materials and supplemental materials to support core instruction in reading language arts, such as Lindamood Bell, and SOLO. Educational Services will work collaboratively with Student Services to verify that materials purchased for core content areas include materials for self-contained special education classes.</p> <p>4. ELD teachers are provided and expected to use core curriculum and supplemental materials from the adopted texts to support core instruction in reading language arts.</p> <p>*5. District will evaluate instructional materials to support strategic intervention in use in ELA with the goal of phasing in and standardizing intervention materials across grade levels. (The District is currently using Study Island across all grade levels. See RTI Pyramid for menu of interventions schools may choose to use.)</p> <p>*6. While <i>Language!</i> is currently identified as an intensive intervention, it is inconsistently in use. District will identify an intensive ELA intervention for use across the district.</p>	<p>A.1 (Sept, 2011)- Dir C&I</p> <p>A.2 (Sept, 2011)- Dir C&I</p> <p>A.3 (June, 2013)- Dir C&I, Dir Stu Serv</p> <p>A.4 (Dec, 2011)- Dir C&I</p> <p>A. 5 (Dec, 2012)- Dir C&I</p> <p>A.6 (June, 2013)- Dir C&I</p>	<p>A.1 NA</p> <p>A.2 NA</p> <p>A.3 Purchase of supplemental materials</p> <p>A.4 NA</p> <p>A.5 Purchase of intervention materials</p> <p>A. 6 Purchase of intervention materials</p>	<p>A.1 NA</p> <p>A.2 NA</p> <p>A.3 \$150 K</p> <p>A.4 NA</p> <p>A.5 \$100 K</p> <p>A. 6 \$100 K</p>	<p>A. 1 NA</p> <p>A.2 NA</p> <p>A.3 IMF/Lottery Instructional Materials</p> <p>A. 4 NA</p> <p>A.5 IMF/Lottery Instructional Materials</p> <p>A.6 IMF/Lottery Instructional Materials</p>
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<p><i>C-VUSD has established the following timeline to purchase and implement SBE-adopted intervention programs for students requiring intensive interventions in ELA.</i></p> <ul style="list-style-type: none"> •Convene gr. K-8 ELA and ELD Focus Groups to evaluate current ELA intervention programs. •Standardize, purchase, and implement effective ELA and ELD interventions and add additional intervention programs as needed. <p>*7. The District adopted and purchased <i>Edge (Hampton Brown, c.2009)</i> at 9-12 in 2009. Grades K-5 are currently using <i>Moving into English (Harcourt Houghton Mifflin, c. 2005)</i> and grades 6-8 are using <i>High Point (Hampton Brown, c. 2002)</i>. The District will identify and purchase updated standards-aligned English Language Development materials for grades K-5.</p> <p>B. Objective: District teachers will deconstruct standards in ELA and mathematics and develop pacing guides and common benchmark assessments.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. The District will contract with an outside consultant to guide teachers through the process. 2. Teachers will work in grade level/subject area groups to develop pacing guides and common benchmark assessments for ELA and ELD. 3. District will post all pacing guides and enter all District Benchmark assessments on Data Director for online access. 	<ul style="list-style-type: none"> •Oct 2011-Dir C&I •Sept 2012-Dir C&I <p>A. 7 (June, 2012)-Dir C& I</p> <p>B. 1 (June, 2011) Dir, RPE</p> <p>B. 2 (Mar, 2012) Dir, RPE</p> <p>B. 3. (June, 2012) Dir RPE</p>	<p>A. 7 Purchase of K-5 ELD materials</p> <p>B.1 Consultant</p> <p>B.2 Subs</p> <p>B.3 NA</p>	<p>A.7 \$150K</p> <p>B.1 \$250K</p> <p>B.2 \$10K</p> <p>B.3 NA</p>	<p>A.7 IMF/Lottery Instructional Materials</p> <p>B.1. Title I, II</p> <p>B.2 Title I, II</p> <p>B.3 NA</p>
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<p>4. District will work with principals and teachers to develop assessment windows for benchmark assessments.</p>	<p>B.4 (June, 2012) Dir RPE</p>	<p>B.4 NA</p>	<p>B.5 NA</p>	<p>B.4 NA</p>
<p>2. <u>Use of standards-aligned instructional materials and strategies:</u></p> <p><u>Focus on high priority students:</u></p> <p>A. Objective: The District will ensure full implementation of the curriculum as measured by implementation of DAIT standards and the EPCs for instructional success at the school level.</p> <p><u>Action Steps:</u></p> <p>*1. Teachers will implement effective lesson design and delivery to ensure rigorous instruction and integrate strategies for differentiated instruction as monitored by principal evaluations and weekly walk-throughs (e.g., SDAIE, GLAD, Thinking Maps.)</p> <p>*2. Pivot Learning Partners will collaborate with the District and provide coaching to principals on the weekly monitoring of effective lesson design and delivery, rigorous instruction and appropriate differentiation in ELA.</p> <p>3. Teachers will examine student performance data through the use of student management system during each grading period to monitor mastery of grade-level standards and identify students for appropriate interventions</p>	<p>A.1 (Sept 2011)- Prin, Tchrs, Ed Serv staff</p> <p>A.2 (June, 2012)- Asst. Supt Ed Serv, prin</p> <p>A.3 (Dec, 2011)- Prin, tchrs</p>	<p>A.1 NA</p> <p>A.2 Consultant</p> <p>A.3 NA</p>	<p>A.1 NA</p> <p>A.2 \$130K</p> <p>A.3 NA</p>	<p>A.1. NA</p> <p>A.2 PI grant,</p> <p>A.3 NA</p>

<p>4. Teachers will provide strategic and intensive intervention, as needed, to target the instructional needs of students not meeting proficiency targets.</p>	<p>A.4 (Dec 2011)- Prin</p>	<p>A.4 Materials</p>	<p>A.4 (costs included in ELA 1-A5)</p>	<p>A.4 IMF, Lottery</p>
<p>B. Objective: Teachers will differentiate instruction to meet the diverse needs of learners.</p>				
<p><u>Action Steps:</u></p>				
<p>*1. Teachers will implement SDAIE, GLAD, SIOP strategies to help EL’s access the curriculum as part of effective lesson design and delivery as monitored by weekly principal walk-throughs.</p>	<p>B.1 (June, 2013)- Prin, Tchrs</p>	<p>B. 1 NA</p>	<p>B.1 NA</p>	<p>B.1 NA</p>
<p>2. Teachers will employ scientifically-based instructional strategies on a daily basis that emphasize the essential components of literacy: phonemic awareness, phonics, oral reading, fluency, vocabulary, and reading comprehension to ensure that students reach grade level standards.</p>	<p>B.2 (Sept, 2011) Prin. Tchrs</p>	<p>B.2 NA</p>	<p>B.2 NA</p>	<p>B.2. NA</p>
<p>3. Teachers will address the needs of gifted learners through the icons of depth and complexity.</p>	<p>B.3 (Dec, 2011) Prin. Tchrs</p>	<p>B.3 NA</p>	<p>B.3 NA</p>	<p>B.3 NA</p>
<p>*4. General Ed and Special Ed teachers will collaborate each grading period to deliver specialized instruction by grade level or program to meet the needs of Students with Disabilities.</p>	<p>B.4 (Dec, 2011) Prin, Tchrs</p>	<p>B.4 NA</p>	<p>B.4 NA</p>	<p>B.4 NA</p>

4. Middle and High schools will “double dose” reading instruction for students who need extra help	A.4.(Sept 2011)- Prin	A.4. (Part of regular staffing)	A. 4 NA	A.4. NA
*5. Schools will reevaluate staffing assignments and job duties for Learning Specialists and teacher leaders to provide time for coaching and interventions during the school day.	A. 5 (Mar, 2012)- Site Principal	A.5. Teacher Salaries	A.5 \$950K	A.5. Title I, EIA

<p>4. <u>Increased access to technology:</u></p> <p>A. Objective: The District and Schools will access online resources to provide additional support to students in Reading.</p> <p><u>Action Steps:</u></p> <p>1. Teachers will utilize on-line resources provided by ELA adoptions.</p> <p>2. Teachers will use supplemental software programs that support reading improvement, such as Read About, Read Naturally, and Study Island. (See RTI Pyramid for list of additional support.)</p> <p>3. Teachers will use student data system to identify and target students for intervention.</p> <p>4. District will utilize technology to access data for program evaluation.</p>	<p>A.1 (Sept, 2011)-Prin</p> <p>A.2 (Sept, 2011) Prin</p> <p>A.3 (Sept, 2011)-Prin</p> <p>A.4 (Sept, 2011)-Prin., Dir RPE</p>	<p>A.1 NA</p> <p>A.2 Supplemental materials, software, online learning systems</p> <p>A.3 License renewal</p> <p>A.4 NA</p>	<p>A.1 NA</p> <p>A.2 \$20K</p> <p>A.3 \$65K</p> <p>A.4 NA</p>	<p>A.1. NA</p> <p>A.2. Title I, EIA, site funds</p> <p>A.3. TIIG</p> <p>A.4. NA</p>
<p>5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u></p> <p><i>The District has provided AB 466 ELA training for H-M to all K-5 teachers (93% completion) and additional follow up and training in the Medallions series. To date, 60% of K-12 administrators have completed AB430 training. All K-5 administrators have received training on how to support the implementation of the 2002 ELA adoption. All new District adoptions in ELA and math have been temporarily suspended pending the publication of the new state frameworks and materials</i></p>				

<p><i>aligned to the Common Core State Standards. In the meantime, all K-12 administrators have received training on the deconstructing of standards and the design and development of effective lessons aligned to the standards. All K-12 administrators will receive follow up coaching throughout 2011-12 focusing on supporting teachers to implement Effective First Instruction (EFI) lessons and monitoring their success. We will begin training on the Common Core Standards in 2011 in preparation for the roll out in 2015 and administrators will receive training in the new adoptions at that time.</i></p> <p>A. Objective: The District will provide staff development targeted to the implementation of District curriculum.</p> <p><u>Action Steps:</u></p> <p>1. The District will provide training for teachers, site administrators, and district personnel on the elements of lesson design and delivery based on brain research.</p> <p>2. The District will train teachers, site administrators, and district personnel on deconstructing standards, developing pacing guides, and common benchmark assessments utilizing the adopted curriculum.</p> <p>3. The District will continue training for teachers and administrators on GLAD/SDAIE strategies to differentiate instruction for English Learners as part of effective lesson design.</p> <p>4. The District will expand TOT training to K-5 schools on Thinking Maps to differentiate instruction organize information as part of effective lesson design and</p>	<p>A.1. (June, 2012) Dir RPE, Dir C&I</p> <p>A.2 (Mar, 2012)- Dir RPE, Dir C&I</p> <p>A.3 (June, 2013)- Dir C&I</p> <p>A.4. (July, 2013)- Dir C&I</p>	<p>A. 1 Consultant, Subs</p> <p>A.2.Consultant, Subs</p> <p>A.3. Consultant, Subs</p> <p>A.4. Consultant, Subs, Materials</p>	<p>A.1 (cost included in ELA 1-B1 & B2) A2. (cost included in ELA 1-B1)</p> <p>A.3 \$85K</p> <p>A.4 \$35K</p>	<p>A.1.Title I,II</p> <p>A.2.Title I, II</p> <p>A.3. Title II,III, EIA/LEP</p> <p>A.4.Title II, site funds</p>
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<p>delivery.</p> <p>5. The District will continue to partner with the Frostig Institute in providing collaborative training and follow-up coaching for general ed and special ed teachers.</p> <p>6. The District will provide training on the use of online resources to support instruction including virtual education.</p> <p>7. The District will follow up training on the use of online student data system.</p> <p>8. Schools will continue teacher collaboration in PLC meetings on at least a monthly basis for the purpose of articulation and analyzing student achievement data for instructional decision-making. A standardized protocol will be available for reporting.</p> <p>*9. Special Ed and General Ed teachers will receive training to assist in implementing a collaborative instruction model.</p>	<p>A.5. (June, 2012)- Dir C&I</p> <p>A.6 (Dec, 2011)- Dir C&I, Dir RPE</p> <p>A.7 (Oct, 2011)-Dir RPE</p> <p>A.8 (Dec, 2011) Prin, Tchrs</p> <p>A.9 (Mar, 2012)- Dir C&I, Dir Stu Serv</p>	<p>A.5.Consultant, Subs</p> <p>A.6. Consultant, Subs, Licenses</p> <p>A.7 Consultant, Subs</p> <p>A.8 NA</p> <p>A.9 Consultant, Subs</p>	<p>A.5 \$15K</p> <p>A.6 \$15</p> <p>A.7 \$10K</p> <p>A.8 NA</p> <p>A.9 \$20K</p>	<p>A.5 Title II</p> <p>A.6. Title II, TIIG</p> <p>A.7 PDBG, Title II</p> <p>A.8 NA</p> <p>A.9 PDBG, Title II</p>
<p>6. <u>Involvement of staff, parents, and community including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u></p> <p>A. Objective: The District will comply with all state and federal requirements for parent notifications.</p> <p><u>Action Steps:</u></p> <p>1. District will provide update SARC information online and in hard copy upon request.</p>	<p>A.1. (April, 2012)- Dir RPE</p>	<p>A. 1 Provider contract</p>	<p>A.1 \$10K</p>	<p>A.1 TIIG</p>

<p>2. District and schools will involve parent advisory groups in decision-making related to school and district categorical budgets, and instructional programs to improve student achievement (e.g. SSC, DAC, ELAC, DELAC, etc.)</p>	<p>A. 2 (Dec, 2011) Prin, Dir C&I</p>	<p>A.2 NA</p>	<p>A.2 NA</p>	<p>A.2 NA</p>
<p>3. District and schools will provide information to parents in English and Spanish (e.g, School/District Newsletters, fliers and announcements)</p>	<p>A. 3 (Sept 2011- Prin, Dist Staff</p>	<p>A.3. Translations Mailing costs</p>	<p>A.3 \$20K</p>	<p>A.3.GF</p>
<p>4. District and schools will distribute of STAR/CAHSEE and CELDT assessment results to parents.</p>	<p>A.4 (Aug, Jan, Feb- annually)-Dir RPE</p>	<p>A.4. Mailing costs</p>	<p>A.4 \$1K</p>	<p>A. 4 GF</p>
<p>B. Objective: The District and schools will provide opportunities for parents to partner with schools in the education of their children.</p>				
<p><u>Action Steps:</u></p>				
<p>1. Schools will provide information to parents on supporting student achievement through Parent/Family Nights, grade level orientations, Back to School Nights, etc.</p>	<p>B.1 (Oct, 2011)- Prin,</p>	<p>B.1 Translations Mailing costs</p>	<p>B.1 \$1K</p>	<p>B.1 GF, site funds</p>
<p>2. District and schools will update postings on District and school websites on at least a monthly basis.</p>	<p>B.2. (Dec, 2011) Prin, Dist Staff</p>	<p>B.2 Translations</p>	<p>B.2 \$1K</p>	<p>B.2.GF</p>
<p>3. Schools will provide parent training on accessing online support for students at home and use of the ABI system.</p>	<p>B.3 (Dec, 2011)- Prin, Dir TSS</p>	<p>B.3 Consultant/trainer costs</p>	<p>B.3 \$1K</p>	<p>B.3 Title I, III</p>

<p>7. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u></p> <p>A. Objective: The District will offer a variety of auxiliary services to parents and students.</p> <p><u>Action Steps:</u></p> <p>1. K-5 schools will provide transitional materials to parents of students entering Kindergarten to clarify grade level expectations.</p> <p>2. Orientation programs will be provided at secondary schools for students transitioning to middle and high school to help parents and students understand grade level expectations.</p> <p>3. Pre-school programs will be offered at selected sites for eligible parents.</p> <p>4. Before and afterschool childcare will be available at selected sites.</p>	<p>A. 1 (June, 2012)- Prin</p> <p>A.2 (June, 2012) – Prin</p> <p>A.3 (June, 2012)- Dir Ch Dev</p> <p>A.4 (Sept, 2011)- Dir Ch Dev</p>	<p>A.1 Transition Materials Teacher Salaries</p> <p>A.2 NA</p> <p>A.3 Salaries, materials</p> <p>A.4 Salaries, materials</p>	<p>A.1 \$1K</p> <p>A.2 NA</p> <p>A.3 NA</p> <p>A.4 NA</p>	<p>A.1 Title I, site funds</p> <p>A.2 NA</p> <p>A.3 St. Preschool</p> <p>A.4 Parent Pay, Think Together</p>
<p>8. <u>Monitoring program effectiveness:</u></p> <p>A. Objective: The District will monitor program effectiveness through the analysis of student achievement data, attendance, discipline referrals, graduation and drop out rates.</p> <p><u>Action Steps</u></p> <p>1. Teachers and site administrators will annually analyze state assessment data on STAR and CAHSEE in PLC meetings to determine program effectiveness.</p>	<p>A. 1 (Sept, 2011)- Prin, Tchrs, Dir RPE</p>	<p>A.1 NA</p>	<p>A.1 NA</p>	<p>A.1 NA</p>

<p>2. Teachers and site administrators will analyze assessment data on quarterly and trimester District Benchmark Assessments to determine if students are making progress toward District and site achievement goals.</p> <p>3. Teachers and site administrators will annually analyze state assessment data CELDT to determine whether students are meeting Catch Up Plan goals.</p> <p>4. Teachers and site administrators will use student data system to assist in the analysis of achievement data.</p>	<p>A.2 (Dec, 2011)- Prin, Tchrs, Dir RPE</p> <p>A. 3 (Jan, 2012)- Prin. Tchrs, Dir RPE, Dir C&I</p> <p>A.4 (Sept, 2011)- Prin, Tchrs</p>	<p>A.2 NA</p> <p>A.3 NA</p> <p>A.4 NA</p>	<p>A.2 NA</p> <p>A.3 NA</p> <p>A.4 NA</p>	<p>A.2 NA</p> <p>A.3 NA</p> <p>A.4 NA</p>
<p>B. Objective: District and schools will involve all stakeholders in the evaluation of programs.</p>				
<p><u>Action Steps:</u></p>				
<p>*1. Teachers will continue to meet at least monthly in collaborative meetings (PLCs) to analyze student achievement data for the purpose of articulation and to formulate instructional decisions. A standardized protocol will be made available for reporting.</p>	<p>B.1 (Dec, 2011)- Prin, Dir C & I</p>	<p>B.1 NA</p>	<p>B.1 NA</p>	<p>B.1 NA</p>
<p>2. School Site Councils will annually evaluate the SPSA to determine if goals were met.</p>	<p>B.2 (Jan, 2012)- Prin</p>	<p>B.2 NA</p>	<p>B.2 NA</p>	<p>B.2 NA</p>
<p>3. District staff will annually evaluate categorical programs to determine program effectiveness and share information with district advisory committees and governing board.</p>	<p>B.3 (June, 2012)- Dir RPE</p>	<p>B.3 NA</p>	<p>B.3 NA</p>	<p>B.3 NA</p>
<p>4. Parent Involvement programs will be annually evaluated through the use of survey data at all District</p>	<p>B.4 (June, 2012)- Dir RPE</p>	<p>B.4 NA</p>	<p>B.4 NA</p>	<p>B.4 NA</p>

schools.				
<p>9. <u>Targeting services and programs to lowest-performing student groups:</u></p> <p>A. Objective: Schools will identify and provide a system of tiered interventions (RTI) to address the needs of students performing below grade level.</p> <p><u>Action Steps:</u></p> <p>1. Teachers will analyze student work samples and achievement data to identify students for the appropriate level of intervention.</p> <p><i>While many of our schools go beyond the minimum requirements, C-VUSD has adopted the following criteria for placing students in strategic and intensive interventions:</i></p> <ul style="list-style-type: none"> • Strategic - Students in grades K-12 scoring at the Basic level based on multiple assessment measures including STAR assessments, District Benchmarks, and site assessments will receive a minimum of 30 min. of extra support, Guided Study or tutorial support in ELA <u>two</u> times a week during the school day under the direct supervision of a credentialed teacher. Progress will be monitored and evaluated at the end of each grading period. • Intensive – Students in grade K-5 scoring BB or FBB based on multiple assessment measures including STAR assessments, District Benchmarks, and site assessments will receive a minimum of 30 min. of extra support in ELA <u>five</u> times a week which may include time during 	A.1 (Sept, 2011)- Prin	A.1 NA	A.1 NA	A.1 NA

<p>the school day, before or after school under the direct supervision of a credentialed teacher. Students in grades 6-8 will be placed in an <u>additional period</u> of literacy or math support during the school day under the direct supervision of a credentialed teacher. Progress will be monitored and evaluated at the end of each grading period</p> <p>2. Before, during, and after school interventions will be provided based on each school's RTI Pyramid.</p> <p>3. Literacy support classes will be offered at grades 6-8 and 9-12</p> <p>4. Targeted interventions will be provided by Learning Specialists at K-5 schools.</p>	<p>A. 2 (Nov, 2011)-Prin</p> <p>A.3 (Sept, 2011)-Prin</p> <p>A. 4 (Sept, 2011)-Prin</p>	<p>A.2 Teacher Salaries</p> <p>A.3 Salaries</p> <p>A.4 Salaries</p>	<p>A.2 (costs included in ELA 3-A.1)</p> <p>A.3 (costs included in ELA 3-A3)</p> <p>A.4 (costs included in ELA 3-A5)</p>	<p>A.2 Title I, EIA, site funds</p> <p>A.3 Title I, EIA</p> <p>A.4 Title II</p>
<p>10. <u>Any additional services tied to student academic needs:</u></p> <p>A. Objective: Schools will offer supplemental support services to meet students academic needs.</p> <p><u>Action Steps:</u></p> <p>1. School will employ the use of instructional aides to support classroom instruction and provide L1 support to English Learners</p>	<p>A.1 (Sept, 2011)-Prin</p>	<p>A 1. Materials, salaries</p>	<p>A.1 \$300K</p>	<p>A. 1 Title I, EIA, Title III</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Mathematics

*The superintendent and district leaders will provide a unified, coherent message of clear, measurable goals with related expectations. Processes and programs designed to achieve the goals will be monitored and evaluated. It is essential that staff is clear on what is expected and what they will be accountable for achieving.

Description of Specific Actions to Improve Education Practice in Mathematics <small>*Starred items represent responses to recommendations by Technical Assistance Team</small>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <u>Alignment of instruction with content standards:</u></p> <p>Materials: <i>The District has purchased and is implementing the latest State-adopted standards-aligned mathematics materials for grades K-5 (Houghton Mifflin, c.2009), grades 6-7 (Houghton Mifflin, c.2008), Pre-Algebra (Houghton Mifflin, c. 2005), Algebra (Houghton Mifflin, c. 2007), and Geometry (Houghton Mifflin, c. 2008).</i></p> <p>A. Objective: In response to “Corrective Action 6”, the District will implement a standards-based/standards-aligned core and intervention materials in mathematics for all students.</p> <p><u>Action Steps:</u> 1. The District will require principals to perform a Williams Survey at the beginning of the school year and will certify that each student in every classroom has SBE/School Board adopted curriculum for each</p>	<p>A. 1 (Sept, 2011)- Dir C&I</p>	<p>A.1 NA</p>	<p>A. 1 NA</p>	<p>A. 1 NA</p>

subject taught.				
2. The District will distribute to principals a list of all required components of the instructional materials in mathematics.	A.2 (June, 2012)- Dir C&I	A.2 NA	A.2 NA	A.2 NA
3. Special Ed teachers are provided and expected to use core curriculum materials and supplemental materials from the adopted texts to support core instruction in mathematics. Educational Services will work collaboratively with Student Services to verify that materials purchased for core content areas include materials for self-contained special education classes	A. 3 (Sept, 2013)- Dir C&I, Dir Stu Serv	A.3 Materials	A.3 \$150K	A.3 IMF, Lottery
4. K-5 teachers and 6-12 math teachers working with EL students are provided and expected to use core curriculum and supplemental materials from the adopted texts to support core instruction in mathematics.	A. 4 (Sept, 2011)- Dir C&I, prin	A.4 NA	A.4 NA	A.4 NA
*5. District will evaluate instructional materials to support strategic interventions in mathematics with the goal of phasing in and standardizing intervention materials across grade levels. (The District is currently using Study Island across all grade levels. See RTI Pyramid for menu of interventions schools may choose to use.)	A.5 (Mar, 2012)- Dir C&I, Dir, RPE	A.5 Materials	A.5 \$100K	A.5 IMF, Lottery
6. District will identify an intensive intervention for use in mathematics across the district.	A.6 (June, 2012)- Dir C&I	A.6 Materials	A.6 \$100K	A.6 IMF, Lottery
<i>C-VUSD has established the following timeline to purchase and implement SBE-adopted intervention</i>				

<p><i>programs for students requiring intensive interventions in mathematics.</i></p> <ul style="list-style-type: none"> •Convene gr. K-7 math Focus Group to evaluate current math intervention programs. •Convene gr.8-12 Focus Groups to evaluate current Alg. Readiness intervention programs. •Standardize, purchase, and implement effective math interventions and add additional intervention programs as needed. 	<ul style="list-style-type: none"> •Oct 2011-Dir C&I •Oct 2011- Dir C&I •Sept 2012- Dir C&I 			
<p>B. Objective: District teachers will deconstruct standards in ELA and mathematics and develop pacing guides and common benchmark assessments.</p>				
<p><u>Action Steps:</u></p>				
<p>1. The District will contract with an outside consultant to guide teachers through the process.</p>	<p>B.1 Sept, 2011)-Dir C&I, Dir RPE</p>	<p>B.1 Consultant, subs</p>	<p>B.1 (costs included in ELA1-B1)</p>	<p>B.1 Title I, II</p>
<p>2. Teachers will work in grade level/subject area groups to develop pacing guides and common benchmark assessments.</p>	<p>B.2 (Mar, 2012)-Dir C&I</p>	<p>B.2 Consultant, subs</p>	<p>B.2 (costs included in ELA 1-B2)</p>	<p>B.2 Title I, II</p>
<p>3. District will post all pacing guides and enter all District Benchmark assessments into Data Director for online access.</p>	<p>B. 3 (June, 2012)-Dir RPE</p>	<p>B.3 NA</p>	<p>B.3 NA</p>	<p>B.3 NA</p>
<p>4. District will work with principals and teachers to develop assessment windows for benchmark assessments.</p>	<p>B.4 (June, 2012)-Dir RPE</p>	<p>B.4 NA</p>	<p>B.4 NA</p>	<p>B.4 NA</p>
<p>2. <u>Use of standards-aligned instructional materials and strategies:</u></p>				

<p><u>Focus on high priority students:</u></p> <p>A. Objective: The District will ensure full implementation of the curriculum as measured by implementation of DAIT standards and the EPCs for instructional success at the school level.</p> <p><u>Action Steps:</u></p> <p>*1. Teachers will implement effective lesson design and delivery to ensure rigorous instruction and integrate strategies for differentiated instruction as monitored by principal walk-throughs (e.g., SDAIE, GLAD, Thinking Maps.)</p> <p>*2.Pivot Learning Partners will collaborate with District and provide coaching to principals on the weekly monitoring of effective lesson design and delivery, rigorous instruction and appropriate differentiation in mathematics.</p> <p>3. Teachers will examine student performance data through the use of student management system during each grading period to monitor mastery of grade-level standards and identify students for appropriate interventions</p> <p>B. Objective: Teachers will differentiate instruction to meet the diverse needs of learners.</p> <p><u>Action Steps:</u></p> <p>*1. Teachers will implement SDAIE, GLAD, SIOP strategies as part of effective lesson design and delivery to help EL’s access the curriculum.</p>	<p>A.1 (June, 2013)- Dir C&I, Dir RPE, prin</p> <p>A. 2 (June, 2012)- Asst Supt Ed Serv</p> <p>A.3 (Dec, 2011)- Dir RPE</p> <p>B. 1 (Sept, 2011)- prin, tchrs</p>	<p>A.1 NA</p> <p>A.2 Consultant</p> <p>A.3 NA</p> <p>B1. NA</p>	<p>A. NA</p> <p>A.2 (cost included in ELA 2-A2)</p> <p>A.3 NA</p> <p>B.1 NA</p>	<p>A.1 NA</p> <p>PI grant</p> <p>A.3 NA</p> <p>B.1 NA</p>
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<p>2. Teachers will employ scientifically-based instructional strategies on a daily basis that emphasize problem solving, critical thinking vocabulary development and differentiated instruction during classroom instruction time to provide all students access to the core mathematics curriculum and ensure that students reach grade level standards.</p>	<p>B.2 (Sept, 2011)-prin</p>	<p>B.2 NA</p>	<p>B.2 NA</p>	<p>B.2 NA</p>
<p>3. Teachers will address the needs of gifted learners through depth and complexity.</p>	<p>B.3 (Dec, 2011)-prin</p>	<p>B.3 NA</p>	<p>B.3 NA</p>	<p>B.3 NA</p>
<p>*4. General Ed and Special Ed teachers will collaborate each grading period to deliver specialized instruction by grade level and program to meet the needs of Students with Disabilities.</p>	<p>B.4 (Dec, 2011)-prin, tchrs</p>	<p>B.4 NA</p>	<p>B.4 NA</p>	<p>B.4 NA</p>
<p>3. <u>Extended learning time:</u></p> <p>A. Objective: Schools will provide extended learning time for students needing extra time and support to reach grade level standards.</p> <p><u>Action Steps:</u></p> <p>1. Schools will offer before, during and after-school targeted intervention and tutoring services according to RTI Pyramid. (See RTI Pyramid for list of interventions.)</p> <p>All students scoring Basic or below based on an analysis of multiple assessment measures will be scheduled into interventions during the school day to maximize attendance. Students identified for interventions will be offered extended learning time through a minimum of 30 minutes of additional</p>	<p>A. 1 (Sept, 2011)-Principal</p>	<p>A. 1 Teacher Salaries</p>	<p>A. 1 (costs included in ELA 3-A.1)</p>	<p>A. 1 Title I, EIA</p>

<p>supplemental instruction during the school day at least 2 times a week. Additional time will be provided for intensive interventions as described above. Students will also be provided an option to attend afterschool tutoring and support as available at individual school sites. In addition, parents at PI schools will be offered Supplemental Educational Services outside of the school day as provided through Title I. Student progress will be monitored and evaluated at the end of each grading period and placement in interventions will be reviewed and adjusted as necessary.</p> <p>2. The district will collaborate with adult education to provide additional intervention services and afterschool tutoring at 9-12 schools</p> <p>3. Secondary schools will offer supplemental Algebra support classes for struggling students.</p> <p>*4. Schools will reevaluate staffing assignments and job duties for Learning Specialists and teacher leaders to provide time for coaching and interventions during the school day.</p>	<p>A. 2 (Sept 2011)- Principal</p> <p>A.3 (Sept 2011)- Principal</p> <p>A. 4 (Mar, 2012)- Site Principal</p>	<p>A. 2 NA</p> <p>A.3 Teacher salaries, Materials</p> <p>A. 4 Teacher salaries</p>	<p>A.2 NA</p> <p>A.3 (costs included in regular staffing ratios) A.4 (costs included in ELA 3-A5)</p>	<p>A.2 NA</p> <p>A.3 GF</p> <p>A.4 Title I, EIA</p>
<p>4. <u>Increased access to technology:</u></p> <p>A. Objective: The District and Schools will access online resources to provide additional support to students in mathematics.</p> <p><u>Action Steps:</u></p> <p>1. Teachers will utilize on-line resources provided by new mathematics adoptions.</p>	<p>A. 1 (Sept, 2011)- Principal</p>	<p>A. 1 NA</p>	<p>A.1 NA</p>	<p>A. 1 NA</p>

<p>2. Teachers will use supplemental software programs that support mathematics improvement, such as FastMath, Fraction Nation, and Study Island. (See RTI Pyramid for list of online support.)</p>	<p>A. 2 (June, 2012)- Dir C& I</p>	<p>A. 2 Supplemental materials, software, online learning systems</p>	<p>A.2 \$20K</p>	<p>A. 2 Title I, EIA</p>
<p>3. Teachers will use student data system to identify and target students for intervention.</p>	<p>A. 3 (Oct, 2011)- principal</p>	<p>A.3 NA</p>	<p>A.3 NA</p>	<p>A. 3 NA</p>
<p>4. District will utilize technology to access data for program evaluation.</p>	<p>A. 4 (Sept, 2011)- Dir, RPE, principal</p>	<p>A.4 NA</p>	<p>A.4 NA</p>	<p>A. 4 NA</p>
<p>5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u></p> <p><i>The District has provided SB 472 mathematics training for new adoptions to all K-8 teachers (96% completion) and algebra and geometry teachers (44% completion). To date, 60% of K-12 administrators have completed AB 430. All K-12 administrators have received training on how to support the implementation of the 2008 mathematics adoption. All new District adoptions in ELA and math have been temporarily suspended pending the publication of the new state frameworks and materials aligned to the Common Core State Standards. In the meantime, all K-12 administrators have received training on the deconstructing of standards and the design and development of effective lessons aligned to the standards. All K-12 administrators will receive follow up coaching throughout 2011-12 focusing on supporting teachers to implement Effective First Instruction (EFI) lessons and monitoring their success. We will begin</i></p>				

<p><i>training on the Common Core Standards in 2011 in preparation for the roll out in 2015 and administrators will receive training in the new adoptions at that time.</i></p> <p>A. Objective: The District will provide staff development targeted to the implementation of District curriculum.</p> <p><u>Action Steps:</u></p> <p>1. The District will provide training for teachers, site administrators, and district personnel on the elements of Lesson Design based on brain research.</p> <p>2. The District will train teachers, site administrators, and district personnel on deconstructing standards, developing pacing guides, and common benchmark assessments utilizing the adopted curriculum.</p> <p>3 The District will continue training for teachers and administrators on GLAD/SDAIE strategies to differentiate instruction for English Learners as part of effective lesson design.</p> <p>4. The District will expand training to K-5 schools on Thinking Maps to differentiate instruction organize information as part of effective lesson design and delivery.</p> <p>5. The District will continue to partner with the Frostig Institute in providing coaching and collaborative training for general ed and special ed teachers.</p>	<p>A. 1 (June, 2012)- Dir C& I, Dir RPE</p> <p>A. 2 (Mar, 2012) Dir C&I, Dir RPE</p> <p>A. 3 (June, 2013)- Dir C&I</p> <p>A. 4 (June, 2013)- Dir C&I</p> <p>A. 5 (June, 2012)- Dir C&I</p>	<p>A. 1 Consultant, Subs</p> <p>A. 2 Consultant, Subs</p> <p>A. 3 Consultant, Subs</p> <p>A. 4 Consultant, Subs</p> <p>A. 5 Consultant, Subs</p>	<p>A.1 (costs included in ELA1-B1 & B2)</p> <p>A.2 (costs included in ELA 1-B1)</p> <p>A.3 (costs included in ELA 5-A.3)</p> <p>A.4 (costs included in ELA 5-A.4)</p> <p>A.5 (costs included in ELA 5-A.5)</p>	<p>A. 1 Title I, II</p> <p>A. 2 Title II,</p> <p>A. 3 Title I,EIA</p> <p>A. 4 Title II</p> <p>A.5 Title II</p>
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<p>6. The District will provide training on the use of online resources to support instruction.</p> <p>7. The District will provide follow up training on the use of online student data system</p> <p>8. Schools will continue teacher collaboration in PLC meetings on at least a monthly basis for the purpose of articulation and analyzing student achievement data for instructional decision-making</p> <p>9. Special ed and General ed teachers will receive training to assist in the implementation of a collaborative instructional model.</p> <p>10. Teachers will receive coaching and follow up support for implementation of Professional development.</p>	<p>A. 6 (Dec, 2011)- Principals</p> <p>A. 7 (Oct, 2011)- principals</p> <p>A. 8 (Dec, 2011)- Principals</p> <p>A. 9 (Mar, 2012)- Principals, Dir C&I</p> <p>A. 10 (June, 2012)- Principals</p>	<p>A.6 Consultant, Subs</p> <p>A. 7 Consultant, Subs</p> <p>A.8 NA</p> <p>A. 9 Consultant, Subs</p> <p>A.10 Stipends, subs</p>	<p>A.6 (costs included in ELA 5-A.6)</p> <p>A.7 (costs included in ELA 5-A.7)</p> <p>A.8 NA</p> <p>A.9 (costs included in ELA 5-A9)</p> <p>A.10 (costs included in ELA 5-A.10)</p>	<p>A.6 Title II</p> <p>A.7 Title II</p> <p>A.8 NA</p> <p>A.9 Title II, PDBG</p> <p>A.10 Title II</p>
<p>6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u></p> <p>A. Objective: The District will comply with all state and federal requirements for parent notifications.</p> <p><u>Action Steps:</u></p> <p>1. District will provide update SARC information online and in hard copy upon request.</p> <p>2. District and schools will involve parent advisory groups in decision-making related to school and</p>	<p>A. 1 (Feb 1, 2012)- Dir RPE</p> <p>A. 2 (Dec, 2011)- Principals, Dir C&I</p>	<p>A. 1 Provider contract</p> <p>A. 2 NA</p>	<p>A.1 (costs included in ELA 6-A.1)</p> <p>A.2 NA</p>	<p>A. 1 TIIG</p> <p>A.2 NA</p>

<p>district categorical budgets, and instructional programs to improve student achievement (e.g. SSC, DAC, ELAC, DELAC, etc.).</p>				
<p>3. District and schools will provide information to parents in English and Spanish (e.g, School/District Newsletters, fliers and announcements).</p>	<p>A. 3 (Sept, 2011)- Principals, Dist Staff</p>	<p>A. 3 Translations Mailing costs</p>	<p>A.3 (costs included in ELA 6-A.3)</p>	<p>A. 3 GF, EIA</p>
<p>4. District and schools will distribute of STAR/CAHSEE and CELDT assessment results to parents.</p>	<p>A. 4 (Oct, 2011)- Principals</p>	<p>A. 4 Translations Mailing costs</p>	<p>A.4 (costs included in ELA 6-A.3)</p>	<p>A. 4 GF</p>
<p>B. Objective: The District and schools will provide opportunities for parents to partner with schools in the education of their children.</p>				
<p><u>Action Steps:</u></p>				
<p>1. Schools will provide information to parents on supporting student achievement through Parent/Family Nights, grade level orientations, Back to School Nights, etc.</p>	<p>B. 1 (Oct, 2011)- Dir RPE, prin</p>	<p>B. 1 Translations</p>	<p>B.1 (costs included in ELA 6-B.1)</p>	<p>B. 1 GF, EIA</p>
<p>2. District and schools will regularly update postings on District and school websites</p>	<p>B. 2 (Oct, 2011)- Prin, Dist Staff</p>	<p>B. 2 Translations</p>	<p>B.2 (costs included in ELA 6- A.3)</p>	<p>B. 2 GF</p>
<p>3. Schools will provide parent training on accessing online support for students at home and use of the ABI system.</p>	<p>B. 3 (Mar, 2012)- Prin, Dir TSS</p>	<p>B. 3 Consultant/trainer</p>	<p>B.3 (costs included in ELA 6-B.3)</p>	<p>B. 3 Title I, EIA</p>
<p>7. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u></p>				
<p>A. Objective: The District will offer a variety of</p>				

<p>auxiliary services to parents and students.</p> <p><u>Action Steps:</u></p> <p>1. K-5 schools will provide transitional materials for parents of students entering Kindergarten to clarify grade level expectations.</p> <p>2. Orientation programs will be provided at secondary schools for students transitioning to middle and high school to help parents and students understand grade level expectations.</p> <p>3. Pre-school programs will be offered at selected sites for eligible parents.</p> <p>4. Before and afterschool childcare will be available at selected sites.</p>	<p>A. 1 (June, 2012)-Prin</p> <p>A. 2 (June, 2012)-Prin</p> <p>A.3 (Sept, 2011)-Prin</p> <p>A. 4 (Sept, 2011)-Prin</p>	<p>A. 1 Transition Materials Teacher Salaries</p> <p>A. 2 NA</p> <p>A. 3 Materials, Salaries</p> <p>A. 4 Materials, Salaries</p>	<p>A.1 (costs included in ELA 7- A.1)</p> <p>A.2 NA</p> <p>A.3 NA</p> <p>A.4 NA</p>	<p>A. 1 Title I</p> <p>A. 2 NA</p> <p>A. 3 St. Preschool</p> <p>A. 4 Parent fees, Think Together</p>
<p>8. <u>Monitoring program effectiveness:</u></p> <p>A. Objective: The District will monitor program effectiveness through the analysis of student achievement data, attendance, discipline referrals, graduation and drop out rates.</p> <p><u>Action Steps:</u></p> <p>1. Teachers and site administrators will annually analyze state assessment data on STAR and CAHSEE to determine program effectiveness.</p> <p>2. Teachers and site administrators will analyze assessment data on quarterly and trimester District Benchmark Assessments to determine if students are</p>	<p>A. 1 (Sept, 2011)-Prin, Teachers, Dir RPE</p> <p>A. 2 (Dec, 2011)-Prin, Teachers, Dir RPE</p>	<p>A. 1 NA</p> <p>A. 2 NA</p>	<p>A.1 NA</p> <p>A.2 NA</p>	<p>A. 1 NA</p> <p>A. 2 NA</p>

making progress toward District and site achievement goals.				
3. Teachers and site administrators will annually analyze state assessment data CELDT to determine whether students are meeting Catch Up Plan goals.	A. 3 (Jan, 2012)- Prin, Teachers, Dir RPE, Dir C&I	A. 3 NA	A.3 NA	A. 3 NA
4. Teachers and site administrators will use student data system to assist in the analysis of achievement data.	A.4 (Sept, 2011)- Prin, Teachers, Dir RPE	A. 4 NA	A.4 NA	A. 4 NA
B. Objective: District and schools will involve all stakeholders in the evaluation of programs.				
<u>Action Steps:</u>				
1. Teachers will continue to meet in PLCs to analyze student achievement data to formulate instructional decisions. A standardized protocol will be made available for reporting.	B. 1 (Dec, 2011) Prin, Teachers	B.1 NA	B.1 NA	B. 1 NA
2. School Site Councils will annually evaluate the SPSA to determine if goals were met.	B. 2 (Jan, 2012)- Principals	B. 2 NA	B.2 NA	B. 2 NA
3. District staff will annually evaluate categorical programs to determine program effectiveness and share information with district advisory committees and governing board.	B. 3 (June, 2012)- Dir RPE	B. 3 NA	B.3 NA	B. 3 NA
4. Parent Involvement programs will be annually evaluated through the use of survey data at all District schools.	B. 4 (June 2012)- Dir RPE	B. 4 NA	B.4 NA	B.4 NA
9. <u>Targeting services and programs to lowest-performing student groups:</u>				

<p>A. Objective: Schools will identify and provide a system of tiered interventions (RTI) to address the needs of students performing below grade level.</p> <p><u>Action Steps:</u></p> <p>1. Teachers will analyze student work samples and achievement data to identify students for the appropriate level of intervention.</p> <p><i>While many of our schools go beyond the minimum requirements, C-VUSD has adopted the following criteria for placing students in strategic and intensive interventions:</i></p> <ul style="list-style-type: none"> • Strategic - Students in grades K-12 scoring at the Basic level based on multiple assessment measures including STAR assessments, District Benchmarks, and site assessments will receive a minimum of 30 min. of extra support, Guided Study or tutorial support in math <u>two</u> times a week during the school day under the direct supervision of a credentialed teacher. Progress will be monitored and evaluated at the end of each grading period. • Intensive – Students in grade K-5 scoring BB or FBB based on multiple assessment measures including STAR assessments, District Benchmarks, and site assessments will receive a minimum of 30 min. of extra support in math <u>five</u> times a week which may include time during the school day, before or after school under the direct supervision of a credentialed teacher. Students in grades 6-8 will be placed in an <u>additional period</u> of literacy or math support during the school day under the direct supervision of a credentialed teacher. Progress will be monitored and evaluated at the end of each 	<p>A. 1 (Sept, 2011)- Principals, tchrs</p>	<p>A. 1 NA</p>	<p>A.1 NA</p>	<p>A. 1 NA</p>
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<p>grading period</p> <p>2. Before, during, and after school interventions will be provided based on each school's RTI Pyramid.</p> <p>3. Algebra support classes will be offered at grades 6-8 and 9-12</p> <p>4. Targeted interventions will be provided by Learning Specialists at K-5 schools.</p>	<p>A. 2 (Sept, 2011)- Principals</p> <p>A. 3 (Sept, 2011)- Principals</p> <p>A. 4 (Sept 2010-ongoing)- prin, tchrs</p>	<p>A. 2 Intervention Materials Teacher Salaries</p> <p>A. 3 Salaries Teacher Salaries</p> <p>A. 4 Intervention Materials Teacher Salaries</p>	<p>A.2 (costs included in ELA3-A.1)</p> <p>A.3 (costs included in regular staffing ratios)</p> <p>A.4 (costs included in ELA9-A.4)</p>	<p>A. 2 Title I, EIA</p> <p>A. 3 GF</p> <p>A. 4 Title I, EIA</p>
<p>10. <u>Any additional services tied to student academic needs:</u></p> <p>A. Objective: Schools will offer supplemental support services to meet student's academic needs.</p> <p><u>Action Steps:</u></p> <p>1. School will employ the use of instructional aides to support classroom instruction and provide L1 support to English Learners</p>	<p>A. 1 (Sept 2011)- prin</p>	<p>A. 1 Materials, salaries</p>	<p>A. 1 (costs included in ELA 10-A.1)</p>	<p>A. 1 Title I, EIA</p>

Performance Goal 2: *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.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

*The superintendent and district leaders will provide a unified, coherent message of clear, measurable goals with related expectations. Processes and programs designed to achieve the goals will be monitored and evaluated. It is essential that staff is clear on what is expected and what they will be accountable for achieving.

*Starred items represent responses to recommendation from Technical Assistance Team.	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); ▪ d. Describe how the LEA will promote parental and 	<p><i>*The District Master Plan for English Learners has been revised to align more closely with the Title III Program Improvement Plan and the newly revised LEA Plan. The District Plan for English Learners includes among other things the policies, plans and administration guidelines for identifying, assessing, placing and reclassifying all students who have a primary language other than English.</i></p> <p>A. The Title III funds will be used to enhance ELL programs and supplement activities for targeted ELL students as follows:</p> <ul style="list-style-type: none"> - hire personnel (teachers, bilingual paraprofessionals, home school liaisons, consultants) - purchase supplemental materials for ELD and core - pay teacher stipends - provide sub-release time for teachers to attend training - provide additional hourly for bilingual paraprofessionals to assist in translating needs and intervention programs <p>Title III ELL supplemental programs <u>may</u> include:</p> <ul style="list-style-type: none"> - intervention programs (before, during, and after school), - summer school classes focusing on ELD - teacher/administrator summits to analyze student data - tutoring programs (before and after school)

	community participation in LEP programs.	
		<ul style="list-style-type: none"> - supplemental curriculum development for ELD and SDAIE - teacher training to increase student writing skills, ELD, and academic content standards knowledge - ELL parent training programs
Required Activities		<p>B. The District will use the Title III funds to help implement and monitor the state plan to measure annual yearly objectives for ELLs by:</p> <ul style="list-style-type: none"> - paying teacher stipends to provide intervention programs for students not meeting end of year benchmarks and/or not meeting catch-up plan goals - providing teachers with release time to analyze benchmark results for ELLs - providing on-going staff development on standards based instruction - providing on-going staff development to teachers and administrators in the analysis of the district's catch-up plan data and other data related to ELL students - providing time for ELL teachers and administrators to collaborate across grade spans and sites regarding ELL data results and program modifications - meeting twice a month with site administrators to provide information regarding instruction, curriculum and compliance as it relates to ELLs

C. The District holds elementary and secondary schools accountable for ELL students meeting AMO, AYP, and district identified benchmarks for monitoring ELD and core instruction, in the following ways:

- each site has identified goals in their school plans for ELLS in ELD and core subjects of English/Language Arts or Math
- each site sends a representative to the District ELL Focus Group where ELL issues related to instruction, curriculum, and monitoring of ELL programs are reviewed for discussion and input
- Home School Liaisons maintain ELL legal files containing student assessment results, and copies of letters to parents
- sites analyze ELL writing benchmark data at least three times per year to determine individual student needs for interventions
- sites evaluate student data provided from district as it relates to district catch-up plan for ELD and core subject areas
- the site administrator monitors instructional practices and is noted on classroom observational forms

D. The District offers a variety of opportunities for ELL parents and community participation in ELL programs.

- Home School Liaisons provide teachers and parents assistance in home/school communication through translations regarding student achievement and program participation.
- District provides Spanish translations of school and district notices
- Consultants are hired to provide specific training to parents, such as PESA, and Parent Power.
- District has purchased translation machines for use at District and site parent meetings.
- Employ staff to phone parents and offer child care for parent meetings and workshops.

<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic sub 	<p>2. Title III funds will be used to provide staff development to better implement its programs for ELD and core.</p> <p>K-5 The District adopted both Houghton Mifflin, and “Into English” as core K-5 ELD programs.</p> <ul style="list-style-type: none"> - Provide release time for teachers to collaborate on the integration of the two programs (<i>Moving Into English</i> and Houghton Mifflin ELA) - Provide on-going staff development to focus on analyzing and evaluating ELL student writing. - Pay teachers to work on identifying and developing intervention programs to support ELL students in the core subjects. - Provide training for teachers and administrators on interpreting CELDT and appropriate instructional strategies for academic content classes. - <p>The District adopted <i>High Point</i> for use in grades 6-8 and <i>Edge</i> for grades 9-12.</p> <ul style="list-style-type: none"> - Provide on-going release time to collaborate on implementation issues as they relate to all three ELD levels using <i>High Point</i> and <i>Edge</i>. - Provide release time for teachers to collaborate on analysis on student benchmarks and program support materials - Provide teachers and administrators of ELL training on the interpretation of CELDT levels and appropriate strategies to use in academic content classes. - *Provides instructional strategies that render content comprehensible to ELs (e.g, SDAIE, GLAD, SIOP)
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>The District is committed to providing high quality, sustained professional development for teachers of ELs. Funds will be used to hire consultants and coaches, provide substitutes, pay stipends in order to provide opportunities to train teachers and evaluate student work and programs.</p> <p>Some of the training opportunities may include: <i>High Point</i> and <i>Edge</i> training, ELD Institutes, California Association for Bilingual Education (CABE), Cultural Diversity Training, Differentiated Instruction, Project GLAD and Thinking Maps. The District will continue to provide teachers with training on how to analyze data when evaluating ELL students’ assessments and will continue to:</p> <ul style="list-style-type: none"> - Provide training to teachers and administrators on the analysis of the District Catch-up Plan as it relates to ELD and core subject areas. - Provide Home School Liaisons with training on the interpretation of CELDT scores to ensure proper placement of ELL into classrooms. - Provide training to ELL counselors, 6-12 on the analysis of CELDT and Catch-up data as it pertains to placement of ELLs in the program. - Provide release time for teachers to collaborate on ways to deliver instruction of the English Language Arts and ELD Content Standards. - Incorporate discussion of ELL strategies into all academic subject area staff development activities.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe: K-12 Curriculum Focus Groups provide a vehicle for the entire district to discuss effective instructional programs and strategies.</p> <p>The K-5 Curriculum Focus Group will continue to evaluate/modify as needed, the use of ELD programs as they relate to English / Language Arts instruction.</p> <p>The 6-12 Curriculum Study Group will monitor the <i>High Point</i> and <i>Edge</i> series as they relate to the revised course structure. In addition the study group will;</p> <ul style="list-style-type: none"> - identify intervention programs - review disaggregated data of ELLs - monitor the effectiveness of the reclassification plan
			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe: Title III funds will be used to address the needs of identified students based on the Catch-Up Plan for meaningful and consistent instruction with an emphasis on developing reading and writing skills. This may include creative instruction, small classes, with small group or individual instruction, before and after school opportunities.</p> <ul style="list-style-type: none"> - Staff will research and implement highly effective intervention programs through release time or by paying a stipend to work during summer.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe: Title III funds will be used to provide a variety of instructional program opportunities that will meet the needs of ELLs. Some of the collaborative programs to be coordinated with are as follows:</p> <ul style="list-style-type: none"> - EIA/LEP - Title II staff development

			- Title I staff development and interventions
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: The District plans to identify or develop additional intervention and supplemental programs specifically for ELLs. Funds will be used to research programs and pilot exemplary plans. ELL staff will visit other districts and pay teachers to develop specific programs for ELLs.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe: Title III funds will be used to augment community and parent outreach and to empower parents to become more actively involved in their children’s education by:</p> <ul style="list-style-type: none"> - Increasing the number of schools who participate in PESA training and other parent involvement activities. - Paying bilingual staff to make personal phone calls to include parents in all school related activities. - Collaborating with Adult Education to help promote Adult ESL classes to families in the Covina-Valley Unified School District. - Paying teachers to provide bilingual family literacy and math literacy nights for ELL parents. - Hiring bilingual staff (aides or Home School Liaisons) to provide concurrent translation of all trainings using the silent translating machines. - Providing demonstrations on how to access the district web site at parent meetings - Improving the District’s EL Web Site to include additional information translated into Spanish.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe: title III funds will be used to provide greater access to technology by;</p> <ul style="list-style-type: none"> - Providing teachers and administrators with opportunities for training on the use of technology including software, for ELLs - Training students on the use of technology as a resource and tool for class projects.

	10. Other activities consistent with Title III.	Yes or No No	If yes, describe
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; vertical-align: middle;">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Students new to Covina-Valley, upon registration at a school site and annually thereafter, will receive a letter sent home with a written explanation for parents regarding;</p> <ul style="list-style-type: none"> - the reasons for the identification of their child as EL and in need of services based on the CELDT test results, - the child’s level of ELD and how it was assessed (CELDT explanation and CST and/or other academic information, GPA, and results of other district assessments.), - the method of instruction the student will receive (use program descriptors to include benchmarks and yearly goals), - a description of how the program was designed to meet the needs of the student, - a description of how the program will help the student learn English (emphasis on ELD component), - a description of exit criteria and expected rate of graduation, - a description of the special education programs offered and goals for ELLs in those programs.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>- Explain the parental rights to withdraw from the program but not the services and to choose a different program (alternate course of study or ELM with not primary language support).</p> <p>Title III funds will be used to hire and train bilingual personnel to be available to parents to ensure full understanding of this information. (i.e. GATE program mtgs., high school career ed seminars, etc.)</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Students enrolling after the beginning of the school year will be assessed, and parent notified within two weeks of program placement.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If a district or site fails to make its AMO, all ELL parents will be notified by district of the failure in writing, in a language they understand, no later than 30 days after such failure occurs.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p> <p><i>The District is not eligible for Title III Immigrant funding.</i></p>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No No	If yes, describe:

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

The District provides district administrators with leadership training, ongoing professional development, and support in aligning curriculum, instruction, and assessment to state standards; provides an efficient data system to monitor student achievement; aligns human and fiscal resources to district goals; builds effective parent/family and community involvement programs; and provides targeted professional development to teachers and site administrators.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS <small>*Starred items represent recommendations from Technical Assistance Team</small>
<ul style="list-style-type: none"> •Staff Development Plan tied to CSTP •Staff development tied specifically to analysis of student achievement data and targeted to specific subgroups <ul style="list-style-type: none"> -Effective lesson design and delivery, Deconstructing Standards, Developing Pacing Guides and Benchmark Assessments -SDAIE, GLAD, SIOP -Collaborative training with special ed & general ed teachers (Frostig) -Thinking Maps -GATE certification -Utilizing technology to analyze data and support instruction •Systemwide focus on PLCs to analyze student work and achievement data for instructional decision-making •All K-5 teachers trained in implementation of ELA adoption (AB466) and math adoption (SB472) 	<ul style="list-style-type: none"> *Expand current professional development initiatives for effective lesson design and delivery to include <u>all</u> teachers and grade levels *Expand training on effective PLCs and Cycle of Inquiry to ensure consistency of implementation. *Develop a standard protocol for walk-throughs and PLC meetings that includes purpose, critical attributes and expectations. *Utilize trained support providers and content specialists to provide follow up support and coaching to implement professional development strategies. *Develop and implement a monitoring plan for implementation of professional development. •Develop a plan to ensure that <u>all</u> district

<ul style="list-style-type: none"> •<i>All grade 6,7 and Algebra teachers trained in new math adoption (SB472)</i> •Support Providers for new teachers at each site •Approved BTSA Induction program •99.78% of teachers at Title I schools meet NCLB requirements for HQT •100% of paraprofessionals meet NCLB requirements for HQT •98.3% of all District teachers have completed certification requirements to work with ELs •Administrators needing to complete Tier II credential receive SB 430 training 	<p>teachers meet NCLB qualifications for HQT and are not misassigned</p> <ul style="list-style-type: none"> •Develop a plan to ensure that <u>all</u> district teachers are certified to work with ELs. *Develop a regular schedule of evaluations tied to CaPSEL and CSTP and provide training to principals. •Provide additional follow up and training for paraprofessionals working directly with students. *Expand administrative training in current professional development initiatives and provide follow up and coaching for walk throughs. •Provide training to all ELA teachers in materials-based professional development in the district adopted curriculum
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

*The superintendent and district leaders will provide a unified, coherent message of clear, measurable goals with related expectations. Processes and programs designed to achieve the goals will be monitored and evaluated. It is essential that staff is clear on what is expected and what they will be accountable for achieving.

Please provide a description of: <small>*Starred items represent responses to recommendations from Technical Assistance Team.</small>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <u>How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</u></p> <p>C-VUSD believes that effective teacher professional development is a focused set of training opportunities that produce a demonstrable and measureable effect on student academic achievement. Professional development is a part of a system-wide effort to improve and integrate teacher quality at all stages: preparation, induction, support and ongoing development.</p> <p>A. Objective: All professional development activities must be based on the District Needs Assessment and tied directly to state content standards and the California Standards for the Teaching Profession (CSTP).</p> <p><u>Action Steps:</u></p> <p>1. Each school in the District engages in a comprehensive school planning process involving teachers, staff, and parents. Through the process, each school carefully analyzes student achievement results and identifies strategies and programs designed to close achievement gaps.</p>	<p>A.1. (Sept, 2011)- Dir C&I, principals</p>	<p>A. 1 NA</p>	<p>A. 1 NA</p>	<p>A. 1 NA</p>

<p>*2. All district teachers will be provided in-depth training and follow-up support in delivering standards-based content lessons and effective lesson design and delivery in ELA, math, science and social science.</p> <p>*3. Teachers and administrators will receive training on deconstructing standards, developing pacing guides, and common benchmark assessments</p> <p>*4. All K-12 administrators will receive training, coaching, and support for monitoring implementation of effective lesson design and delivery.</p>	<p>A.2. (June 2012)- Dir C&I, Dir RPE, tchrs, prin</p> <p>A.3. (Mar, 2011)- Dir C&I, Dir RPE, tchrs prin</p> <p>A.4 (June, 2012)- Asst. Supt. Ed Serv & Pivot Lrning</p>	<p>A. 2 Consultant Subs</p> <p>A.3. Consultant Subs</p> <p>A.4 Consultants</p>	<p>A.2 (costs included in ELA 1-B.1 &B.2)</p> <p>A. 3 (costs included in ELA 1-B.1 & B.2) A.4 \$100 K</p>	<p>A.2. Title I, Title II</p> <p>A.3. Title I, Title II</p> <p>A.4 PI grant, Title II</p>
<p>2. <u>How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</u></p> <p>C-VUSD believes that pursuing practices grounded in scientifically-based research will have a positive impact on student academic achievement and will help to strengthen the teaching profession.</p> <p>A. Objective: Professional development activities must be based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to improving student academic achievement.</p> <p><u>Action Steps:</u></p> <p>1. Principals receive training in the work of various educational researchers and regularly read professional articles and books to keep abreast of developments in the field of educational research.</p>	<p>A.1. (June 2012)- Supt, Asst Supt Ed Serv</p>	<p>A.1. Materials</p>	<p>A.1 \$1K</p>	<p>A.1. GF</p>

<p>*2. Teachers continue to collaborate at least monthly in PLCs to analyze student achievement data to inform instruction. The District will develop and communicate a standard definition and protocol for PLCs that includes purpose, critical attributes and expectations.</p>	<p>A.2. (Dec, 2011)-prin.</p>	<p>A.2. NA</p>	<p>A.2 NA</p>	<p>A. 2 NA</p>
<p>*3. The District will develop and implement a monitoring and reporting plan for use with PLCs.</p>	<p>A.3 (Dec, 2011) Asst Supt Ed Serv</p>	<p>A.3 NA</p>	<p>A.3 NA</p>	<p>A.3 NA</p>
<p>*4. Teacher leaders will be identified to assist with coaching and follow-up to implement professional development activities in the classroom.</p>	<p>A.4. (June, 2012)- Asst. Supt Ed Serv</p>	<p>A.4 Salaries</p>	<p>A.44 (costs included in ELA 3-A.5)</p>	<p>A.4 Title I, II, ELA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <u>How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</u></p> <p>A. Objective: District leadership will provide a unified, coherent message, clear measureable goals, clear specific expectations, and monitoring of process and programs followed by adjustment of practices.</p> <p><u>Action Steps:</u></p> <p>*1. The District will design and communicate specific requirements, with performance expectations, relative to implementation for each program initiated to provide clarity and assure implementation throughout the district.</p> <p>*2. The District will focus its professional development efforts on insuring that existing professional development initiatives are institutionalized in practice through ongoing coaching and monitoring.</p> <p>B. Objective: All staff development activities must be tied directly to an analysis of student achievement data.</p> <p><u>Action Steps:</u></p> <p>1. Activities in the SPSA must be designed to target each subgroup where there is an achievement gap. Effectiveness of staff development activities will be measured through ongoing</p>	<p>A.1 (Dec, 2011)- Supt., Asst. Supt Ed Serv</p> <p>A.2 (June, 2013)- Asst. Supt Ed Serv</p> <p>B.1. (Sept, 2011)- Asst Supt Ed Serv</p>	<p>A.1 NA</p> <p>A.2 NA</p> <p>B. 1 NA</p>	<p>A.1 NA</p> <p>A.2 NA</p> <p>B.1 NA</p>	<p>A. NA</p> <p>A.2 NA</p> <p>B.1 NA</p>

analysis of both formative and summative student achievement data.				
*2. Teachers will be provided additional coaching and training on integrating differentiated instruction into effective lesson design and delivery to meet student needs.	B.2. (June, 2013)- Dir C&I	B.2. Consultant Subs	B.2 (costs included in ELA 5-A.1, A. 3, A.4. A.5, A.6, A.9, A.10)	B.2.Title I, II
3. Through the annual school planning process, programs and resources are coordinated to address the needs of low-performing students.	B.3. (Jan, 2012)- principals	B. 3 NA	B.3 NA	B. 3 NA
*4. Professional learning activities for administrators are tied to the California Professional Standards for Educational Leaders (CaPSEL) and have as their core purpose “to promote the success of all students.” Therefore, administrators will be expected to attend all professional development activities with their teachers.	B.4. (June, 2013)- Asst Supt Ed Serv	B.4. NA	B.4 NA	B.4 NA
*5. Principals will monitor the implementation of professional development for effective lesson design and delivery that integrates instructional strategies targeting English Learners and Students with Disabilities and other high priority students through weekly walkthroughs and classroom observations (e.g., SDAIE, SIOP, GLAD, <i>Edge</i> , Learning Center Model for special ed, RTI.)	B.5. (June, 2013)- Asst Supt. Ed Serv	B.5 NA	B.6 NA	B.5 NA
*6. The District will develop a regular schedule of staff evaluations tied to CaPSEL and CSTP that will include progress on district goals and initiatives to maintain focus and intensity.	B.6 (Dec, 2011)- Asst Supt Personnel	B.6 NA	B.6 NA	B.6 NA
*7. Principals will receive training on the staff evaluation process to ensure consistency and reliability. Staff evaluation processes will be monitored, evaluated and refined on an ongoing basis.	B.7 (Mar, 2012)- Asst Supt Personnel	B.7 NA	B.7 NA	B.7 NA

<p>4. <u>How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</u></p> <p>A. Objective: The District will coordinate state and federal funding sources to provide professional development activities to address student needs.</p> <p><u>Action Steps:</u></p> <p>1. Professional development activities will be coordinated through the Educational Services division at the district level. Activities must address the District’s Goals and Priorities and be based on an analysis of data.</p> <p>2. All requests for professional development must be approved in advance and outside consultants and conference attendance must be board approved.</p>	<p>A. 1 (Sept, 2011)- Asst Supt Ed Serv</p> <p>A.2. (Sept, 2011)- Asst Supt Ed Serv</p>	<p>A. 1 NA</p> <p>A. 2 NA</p>	<p>A.1 NA</p> <p>A.2 NA</p>	<p>A. 1 NA</p> <p>A. 2 NA</p>
<p>5. <u>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</u></p> <p>A. Objective: Staff development activities will be provided to improve the knowledge of teachers and principals concerning academic subject matter, effective instructional strategies and the use of state content and academic achievement standards.</p> <p><u>Action Steps:</u></p> <p>*1. Currently 96% of K-5 teachers have completed AB 466/SB472 training in math and 92 % have completed the training in ELA. Approximately 44% of secondary teachers in grade 6</p>	<p>A.1 (June, 2013)- Dir C& I, Prin</p>	<p>A.1 Subs, registration</p>	<p>A.1 \$50K</p>	<p>A.1 Title I, II</p>

<p>math through Algebra have completed SB 472 training and 60% of the administrators have completed AB 430 training. As new curriculum is adopted, all teachers and administrators will receive materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district.</p> <p>*2. Teachers will continue to collaborate through PLC meetings to review student work, analyze assessment data and identify appropriate interventions and instructional strategies.</p> <p>*3. Teacher leaders will be identified to provide coaching and support for the implementation of professional development activities.</p> <p>4. New teachers receive additional coaching and support through the BTSA Induction program.</p>	<p>A. 2 (Dec, 2011)-principals</p> <p>A.3 (June, 2012)-Asst Supt Ed Serv</p> <p>A. 4 (Sept, 2011)-Dir C&I</p>	<p>A. 2 NA</p> <p>A.3 Stipends</p> <p>A.4 Release time, stipends (paid through BTSA grant)</p>	<p>A.2 NA</p> <p>A.3 (costs included in ELA 3-A-5)</p> <p>A.4 \$5K</p>	<p>A. 2 NA</p> <p>A.3 Title I, II,EIA</p> <p>A.4 BTSA, Title II</p>
<p>6. <u>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</u></p> <p>A. Objective: The District will coordinate all state and federal funding sources to provide training on integrating technology into the instructional program.</p> <p><u>Action Steps:</u></p> <p>1. A comprehensive professional development component of the District’s state-approved Technology Plan details training for improving teaching, learning and technology literacy.</p>	<p>A. 1 (June, 2013)-Dir RPE, Dir TSS</p>	<p>A. 1 NA</p>	<p>A.1 NA</p>	<p>A. 1 NA</p>

<p>2. Funding from Title II D will be integrated each year with Title II A and any additional EETT funds to provide additional technology training related specifically to integrating technology into classroom instruction.</p>	<p>A. 2 (June, 2012) Dir RPE</p>	<p>A. 2. Consultants, Subs</p>	<p>A.2 \$15K</p>	<p>A.2. Title II D, EETT</p>
<p>7. <u>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</u></p> <p>A. Objective: The District will explore all resources to provide increased access and training on the use of technology at school sites.</p> <p><u>Action Steps:</u></p> <p>1. The District will continue to provide ongoing instructional staff, administrators, and classified staff with the support and training needed to facilitate the use of technology in the instructional setting, including instruction related to virtual learning.</p> <p>2. Teachers and K-5 Learning Specialists will receive technology training to update their skills and keep abreast of newly adopted online learning systems</p>	<p>A.1. (June, 2012)- Dir RPE, Dir C&I, Dir TSS</p> <p>A.2. (June, 2012)- Dir RPE</p>	<p>A.1 Consultant Subs</p> <p>A.2. Consultant Subs</p>	<p>A.1 (costs included in ELA 5-A.6)</p> <p>A. 2 (costs included in ELA 5-A.6)</p>	<p>A.1. Title I, Title II</p> <p>A.2. Title I, Title II</p>
<p>8. <u>How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</u></p>				

<p>A. Objective: All stakeholders will have input into professional development activities addressed in the LEA Plan.</p> <p><u>Action Steps:</u></p> <p>1. Input on the development of the LEA Plan was provided through the DSLT, which included Educational Services personnel, teachers, administrators, classified staff and parents.</p> <p>2. Additional input was garnered through School Site Councils, District advisory committees.</p> <p>*3. Pivot Learning Partners provided technical support and recommendations for the LEA Plan.</p>	<p>A.1. (Feb 2011)-Dir C&I</p> <p>A. 2 (Mar 2011)-principals, Dir C&I</p> <p>A.3 (June 2011)-principals, Ed Serv</p>	<p>A.1. Materials Subs</p> <p>A. 2 NA</p> <p>A.3 Consultants</p>	<p>A.1 \$2K</p> <p>A.2 NA</p> <p>A.3 \$130K</p>	<p>A.1.Title I, Title II</p> <p>A. 2 NA</p> <p>A.3 Title I PI grant</p>
<p>9. <u>How the LEA will provide training to enable teachers to:</u></p> <p>A. <u>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</u> (Summary of Action Steps:)</p> <ul style="list-style-type: none"> •Training in SDAIE, GLAD strategies, and SIOP •Training in Thinking Maps •Training for AP/IB teachers •Training with Frostig Institute on meeting the needs of students with disabilities and English Learners •Training for teachers updating their credentials to meet new state guidelines for special education <p>B. <u>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</u> (Summary of Action Steps:)</p>	<p>A. (June, 2013)- Dir C&I</p> <p>B. (June, 2013)- Dir C&I</p>	<p>A. Consultant Subs</p> <p>B. Consultant Subs</p>	<p>A. (costs included in ELA 5-A.1-A.10)</p> <p>B. \$5K</p>	<p>A. Title I, Title II</p> <p>B. Title I, Title II, BTSA</p>

<ul style="list-style-type: none"> •Training in classroom management for BTSA teachers •Training in use of RTI pyramid to target students for appropriate interventions <p>C. <u>Involve parents in their child’s education; and</u> (Summary of Action Steps:)</p> <ul style="list-style-type: none"> •Training in Epstein’s Model of Parent Involvement *Provide online parent access to real time student information and grades for grades 6-12. *Determine the effectiveness of current efforts related to increasing parent and community involvement and explore ways to increase parent involvement. <p>D. <u>Understand and use data and assessments to improve classroom practice and student learning.</u> (Summary of Action Steps:)</p> <ul style="list-style-type: none"> •Training in the use of student data system *Focused time in PLCs to analyze data to inform instructional practices 	<p>C. (June, 2013)- Dir C&I, principals, parents</p> <p>D. (Dec, 2011)- Dir RPE, principals</p>	<p>C. Parent materials</p> <p>D. Consultant Subs</p>	<p>C. \$1200/site</p> <p>D. (costs included in ELA 5-A.7)</p>	<p>C. Title I (site set aside)</p> <p>D. PDBG</p>
<p>10. <u>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</u></p> <p>A. Objective: All District teachers will meet NCLB criteria for highly qualified teachers.</p> <p><u>Action Steps:</u></p> <p>1. Teachers and paraprofessionals who are not yet highly qualified will be notified of their status at their date of hire and an individual plan will be developed to ensure that they become highly qualified.</p>	<p>A. 1 (Sept, 2011)- Asst Supt Pers.</p>	<p>A. 1 NA</p>	<p>A.1 NA</p>	<p>A. 1. NA</p>

2. Information will be provided annually to teachers regarding credential programs	A.2 (Sept, 2011)- Asst Supt Pers	A. 2 NA	A.2 NA	A. 2 NA
3. Test preparation and tutoring will be provided to teachers still needing to meet subject matter competency.	A.3 (Sept, 2011)- Dir C&I	A.3 Materials Tutors	A.3 \$5K	A.3. Title II
*4. Coaching and mentoring will be provided to assist new teachers in improving their classroom practices.	A.4 (Sept, 2011)- Dir C&I	A.4 Stipends	A.4 \$10K	A.4. BTSA

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>School Resource Officers (2) Middle School Probation Officers (2); Campus Supervisors Parenting Programs and Parent Handbooks Peer Mediation Programs Conflict Resolution Freshman Orientation Programs W.E.B. (Welcome Everybody) Student Summit GREAT Program (Manzanita) Instant Graffiti Removal Program Discipline Assemblies Renaissance Program H.E.A.R.T. Program You Can Do It Program AVID Program (6-12) SWIS Program (CHS) Student Agenda Books Safe School Plans Breakfast and Lunch Programs School Site Council and P.T.A. Colt Link Peer Mediation (6-12, Traweek & CHS) Academic Intervention Programs Partnership Programs with Community Agencies Staff Development Programs Parent Empowerment Programs Character Counts Programs Pepperdine Counseling Intern Support Services Santa Anita Family Counseling Spiritt Family Services Comprehensive Guidance Program (6-12) Suicide Prevention Program (CHS)</p>	<p>Business Partnerships Court Support for Attendance Intervention Enhanced Tolerance and Diversity training Student Leadership Development Comprehensive District-wide programs</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

Partnership with Law Enforcement
S.A.R.T, S.A.R.B. and A.C.T. Programs
J.O.I.N. Program in partnership with the District Attorney's Office
Teacher Buddies for At-Risk Students
After School academic and Recreational Programs
Safety Drills and Practice Lock Downs
Multi-Cultural Events
CalSAFE program
Project Hope (McKinney-Vento families)
Whatever It Takes Program (W.I.T.-alternative ed for 9th graders)
Gender Program (sponsored by Probation Department)
Probation Weekend Program
Saturday School
Holiday Food baskets
Santa Clothes
Social Groups
K-8 Child Care
Targeted assemblies/programs

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>School Resource Officers Probation Officers Peer Mediation Welcome Everybody Student Summit Renaissance Parenting Programs Character Counts Programs Drug-sniffing dogs School clubs</p>	<p>Increased Funding for Law Enforcement Support including Probation and School Resource Officers</p> <p>Early education/awareness regarding violence, alcohol, tobacco and other drug use</p> <p>Increased collaboration with local police departments</p> <p>Parent education programs re:</p> <ul style="list-style-type: none"> •Alcohol, tobacco and other drugs •Child safety •Dangerous trends and fads •Communication with teens and tweens <p>Anti-bullying program</p> <p>Targeted 9-12 alcohol, tobacco and other drug prevention program, such as “Every 15 Minutes”</p> <p>Teacher mentoring program</p>

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2009-2010 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th <u> 2 </u> % 7 th <u> 1 </u> %	5 th <u> 1 </u> % 7 th <u> 5 </u> %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th <u> 2 </u> % 9 th <u> 7 </u> % 11 th <u> 12 </u> %	7 th <u> 1 </u> % 9 th <u> 4 </u> % 11 th <u> 6 </u> %
The percentage of students that have used marijuana will decrease biennially by:	5 th <u> 1 </u> % 7 th <u> 2 </u> %	5 th <u> 5 </u> % 7 th <u> 1 </u> %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th <u> 8 </u> % 9 th <u> 24 </u> % 11 th <u> 33 </u> %	7 th <u> 2 </u> % 9 th <u> 6 </u> % 11 th <u> 8 </u> %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th <u> 1 </u> % 9 th <u> 11 </u> % 11 th <u> 18 </u> %	7 th <u> 5 </u> % 9 th <u> 6 </u> % 11 th <u> 10 </u> %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th <u>61</u> % 7th <u>29</u> % 9th <u>22</u> % 11th <u>22</u> %</p>	<p>5th <u>9</u> % 7th <u>6</u> % 9th <u>3</u> % 11th <u>3</u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th <u>20</u> % 9th <u>17</u> % 11th <u>11</u> %</p>	<p>7th <u>5</u> % 9th <u>5</u> % 11th <u>5</u> %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>4.7</u> %</p>	<p><u>2.4</u> %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 2009-2010 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>66</u> % 7th <u>30</u> % 9th <u>27</u> % 11th <u>41</u> %</p>	<p>5th <u>33</u> % 7th <u>15</u> % 9th <u>13</u> % 11th <u>20</u> %</p>

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th <u>66</u> % 7 th <u>54</u> % 9 th <u>44</u> % 11 th <u>52</u> %	5 th <u>17</u> % 7 th <u>23</u> % 9 th <u>28</u> % 11 th <u>24</u> %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th <u>20</u> % 7 th <u>14</u> % 9 th <u>12</u> % 11 th <u>19</u> %	5 th <u>40</u> % 7 th <u>43</u> % 9 th <u>44</u> % 11 th <u>30</u> %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th <u>68</u> % 7 th <u>60</u> % 9 th <u>57</u> % 11 th <u>54</u> %	5 th <u>16</u> % 7 th <u>20</u> % 9 th <u>21</u> % 11 th <u>23</u> %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____	Performance Indicator Goal	Baseline Data
(Process to Collect Data)		
California Safe Schools Assessment Data collection Suspension and Expulsion data Law Enforcement Juvenile Daytime Loitering Violations and other school hour crime rate statistics	Persistently Dangerous Schools	0

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs	ATODV	6-12	7,962	2006	5/06	9/06
Too Good for Drugs	ATODV	K-5	5,238	3/2011	9/11	10/11

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	1-12
X	Conflict Mediation/Resolution	V	6-12
X	Early Intervention and Counseling	ATODV	K-12
X	Environmental Strategies	ATODV	6-12
X	Family and Community Collaboration	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	4-8
X	Mentoring	ATODV	6-12
X	Peer-Helping and Peer Leaders	ATODV	4-12
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ODV	9-12
X	Student Assistance Programs	OV	9-12
X	Tobacco-Use Cessation	T	4-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

√

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Activities in Appendix D were selected for implementation because of their effectiveness in lowering the rate of incidence of ATODV activity both on the campus and in the community as demonstrated by CHKS, CSSA and Local Law Enforcement data.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Evaluation will be conducted by an analysis of suspension and expulsion reports; law enforcement juvenile crime statistics, including probation department analysis of juvenile activity; CHKS results analysis.

Results will be presented to administrative groups, schools counselors, psychologists, and parent groups to evaluate effectiveness of current programs and determine necessary and appropriate changes in staff development, student programs/ assemblies, etc.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Funding for these programs has expired .The timeline for reporting progress toward attaining performance measures will align with the reporting of other required public reported information (reported along with the rest of the LEA required reporting) via DAC/DELAC and other community forums.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Funding for this program has expired. However, greatest needs students and schools will be identified by assessing suspension and expulsion data. Those schools and students will be targeted for enhanced support services by intervention programs including counseling, probation, tutoring, mentoring, parenting empowerment programs etc.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Funding for this program has expired. However, the Coordinator of these programs is a member of the District Advisory Council and attends the meetings, where coordination of the program is discussed. Materials purchased with these funds will continue to be used at all grade levels to implement the District’s drug, alcohol and tobacco awareness and prevention program.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

As a member of the District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC), the Coordinator of these programs plays an active role in communicating and consulting with parents through regularly scheduled meetings and written communications. Parents are notified through the School Accountability Report Cards (SARCs) which are posted on the District website and are available at each school. Parents are also involved and kept informed through the School Site Councils and English Learner Advisory Councils at each school.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Funding for this program has expired.

Health and Safety Code Section 104460[a] requires that we provide to those students who are pregnant, or parenting minors, the services listed below. Each student who presents as pregnant is provided information and access to the services listed below. If the student so chooses, she is to be referred to the District Nurse for specific information and referral access support.

1. Perinatal and related support services
2. Outreach services and assessment of smoking services
3. Individualized counseling and advocacy services
4. Motivational messages
5. Smoking-cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse-prevention services

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
NA	

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ol style="list-style-type: none"> 1. CAHSEE Prep Courses in place 2. Develop Individual Learning Plans 3. Develop CA Partnership Academies at all h. s. 4. Strengthen RTI Intervention Strategies 5. Parent/Student Study Teams 6. EL Catch Up Plan Evaluation 7. Special Populations’ Data collection/analysis/ program development 8. Credit Recovery and Ind Study programs 	<ol style="list-style-type: none"> 1. Students who have not passed CAHSEE 2. 10th gr 3. 10th gr 4. All basic and below 5. School Identified Students 6. ELL 7. All Sp Ed 8. Sch Identified students 	<ol style="list-style-type: none"> 1. Annual/Sch. Cnslr. 2. Annual/Sch. Cnslr. 3. Sept 2011/9-12 prin 4. Sept 2011/K-12 prin 5. Ongoing/prin, counslrs 6. Sept 2011/ prin, tchrs 7. Sept 2011/sp ed tchrs, psych 8. Sept 2011/prin, couns 	<ol style="list-style-type: none"> 1. Complete curriculum/Gra des; Passing Rate CAHSEE 2. Complete ILP; Student Feedback 3. 10th gr pathway identified, 11th gr added in 2012 4. RTI pyramids revised and implemented as approp. 5. Teams in place at all @ all schools/correla tion between team outcomes/stude nt attainment 6. EL stu identified for intervention 7. Test Adm./... 8. grad rates 	<ol style="list-style-type: none"> 1.NA 2.NA 3.CPA grants 4.NA 5.NA 6.NA 7.NA 8. TIIG

<p style="text-align: center;">5.2 (Dropouts)</p>	<ol style="list-style-type: none"> 1. Adult Education 2. Independent Study Program 3. CalSAFE prog 4. McKinney-Vento Homeless prog 5. SchoolResource Officer Program 6. Probation Officer 7. SART/SARB attendance intervention strategies 8. Pepperdine Counseling Program 	<ol style="list-style-type: none"> 1. Students ages 16 + 2. All students 3. Preg and parenting teens 4. Homeless students & families 5. All 6. All 7. All 8. All 	<ol style="list-style-type: none"> 1. Summer & afterschool 2011/couns 2. Full time during SY/couns 3. Full time during SY/couns, CalSAFE coord 4. As needed during SY/ Couns, prin 5. As needed during SY/ Couns, prin 6. As needed during SY/ Couns, prin 7. As needed during SY/ Couns, prin 8. As needed during SY/ Couns, prin 	<ol style="list-style-type: none"> 1. Dropout data 2. Course completion rates 3. Dropout data, repeat preg 4. Dropout data 5. Program/dropout data 6. Program/dropout data 7. Program/dropout data 8. Program/dropout data 	<ol style="list-style-type: none"> 1.NA 2.NA 3. GF 4. Title I, McK-Vento 5.GF 6.NA 7.GF 8. GF
<p style="text-align: center;">5.3 (Advanced Placement)</p>	<ol style="list-style-type: none"> 1. Expand Fee-Waiver Use 2. Tchr training 3. Open Enrollment 4. Inclusive GATE placement criteria 5. AVID program 	<ol style="list-style-type: none"> 1. Fed/St Criteria 2. AP/H tchrs 3. All 4. All 5. Placement criteria 	<ol style="list-style-type: none"> 1. Sch AP Coord. 2. Prin 3. Couns/Dept Coord 4. GATE Coord 5. Sch Coord/tchr 	<ol style="list-style-type: none"> 1. 100% eligible who take the test will use the fee waiver 2. AP pass rate 3. Policy/Enroll. Data 4. Policy/Enroll. Data 5. Policy/Enroll. Data 	<ol style="list-style-type: none"> 1. NA 2. Title II 3. NA 4. NA 5. GF,EIA

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; <input checked="" type="checkbox"/> Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>School attendance areas are selected and ranked for services as determined by the percentage of students identified for Free and Reduced-Priced Lunch (FRPL).</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>The District believes in the benefits and advantages of early intervention. Therefore services are targeted by grade span to students in all K-5 school attendance areas with a poverty level at or above 35%. Any school in the District with a poverty level about 75% will also be served.</p>

**Additional Mandatory Title I Descriptions
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>All Title I Schoolwide schools in the Covina-Valley Unified School District have rewritten and amended their SWP plans based on a comprehensive needs assessment of the entire school in relation to state standards to reflect the provisions of NCLB and alignment with the state “Single Plan for Student Achievement.” Each school developed their plan in consultation with parents, teachers, other school staff and principals. District Administrators provided technical assistance in consultation with LACOE representatives. Appropriate approvals are received from each School Site Council to recommend the plan for Board approval.</p> <p>The plans include effective methods and instructional strategies based on current research on brain research and effective schools. Consideration was given to providing students with a variety of options for extended learning time. Special attention was given to providing differentiated instruction (e.g., SDAIE, GLAD, Frostig, Thinking Maps) to underperforming students and students with special needs.</p> <p>An area of focus in the plans is on instruction by highly qualified teachers and providing staff development and follow-up support for implementation.</p>

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>School staff are trained and activities are included in the SPSA based on Epstein’ model of parent involvement. Parent Education programs are based on topics such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.</p> <p>Each school has developed a Response to Intervention pyramid of tiered support to provide targeted assistance to students who experience difficulty mastering state standards.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>NA</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	NA
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	NA
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	NA

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>Schools in need of improvement will be identified based on meeting Adequate Yearly Progress and Academic Performance Index targets. The District will provide additional support and guidance to the school team in analyzing data and identifying programs and strategies to address gaps in student achievement. Technical assistance will be provided for identifying intervention programs, staff development based on scientifically-based research, and for analyzing and revising the school’s budget.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents at schools identified for Program Improvement will be notified of their option to pursue school choice at a school that has not been identified for improvement with transportation paid by the district. This option will be offered twice during the school year.</p> <p>Parents at schools eligible for supplemental services will be notified of their option to receive additional supplemental services from an approved provider. This option will be made available to parents twice a year.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>The District will establish “attendance zones” within the District. Students may choose to attend another publish school not identified for improvement within the bounds of that attendance zone. Transportation will be provided to the new school of choice for eligible students.</p> <p>A list of providers will be made available and parents will be invited to a “Provider Fair” where they may interview prospective providers. Once an application for services is received, the parent and the provider will be brought together to sign contracts and begin services.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The Covina-Valley Unified School District’s vision for school improvement includes empowering all teachers to use quality instructional strategies to meet the needs of a diverse student population through a “high quality” professional development program. Professional development activities will be in-depth, long-term and provide for follow-up opportunities, such as peer coaching and peer observation. A needs assessment is conducted by collecting data from a variety of sources to determine district improvement goals and define school-site professional development needs. Principals and teachers review and analyze Process, Perceptual, Demographic and Outcome Data at the site level. District level data is analyzed to determine districtwide needs. This data, along with formal needs assessments triggered by the State Frameworks and textbook adoption cycle, WASC accreditations, and Categorical Program Monitoring reviews form the basis for decisions regarding professional development needs.</p> <p>The District is committed to the premise that every student will be taught by a highly qualified teacher. Funds from Title I and Title II are coordinated to ensure that teachers, paraprofessionals and administrators who are not yet highly qualified receive the additional</p>

	training and support they need.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. Resources from State Compensatory Education and EIA LEP will be coordinated with Title I funds set aside specifically for parent involvement activities to address the three major factors listed below:</p> <ol style="list-style-type: none"> 1. Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; 2. The extent to which parents believe that they can have a positive influence on their children's education; and 3. Parents' perceptions that their children and school want them to be involved.

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Covina-Valley Unified School District (CVUSD) believes that all children can master challenging content and develop complex, problem-solving skills. Teaching and learning are reflective of a continued movement to support and implement state and district initiated reform that is research-based.</p> <p>The District offers a balanced, integrated core curriculum for all students in grades kindergarten through grade 12. Documents such as the state adopted Language Arts, Mathematics, Science and History/Social Science Content Standards, and State Frameworks along with state reform documents (e.g., <i>First Class</i>, <i>Here They Come Ready or Not</i>, <i>Taking Center Stage II</i>, and <i>Aiming High</i>) have been utilized in the process of curriculum and program development.</p> <p>Curriculum revisions are developed through a collaborative process by District Focus Groups composed of classroom teachers and administrators, who review current curricular issues, examine state curricular documents and consider instructional methodologies and materials to meet the changing needs of our diverse student population. Curriculum content and instructional</p>

	<p>materials are aligned with state content standards.</p> <p>CVUSD provides flexibility and support to schools to encourage site-level decisions when possible. Development of the Single School Plan for Student Achievement (SPSA) is an ongoing process in which students' needs and achievement are analyzed and used as the basis for annually revising the plan. All stakeholders are involved in the process to ensure that the plan is comprehensive and systemic in nature.</p> <p>The Title I program manager annually meets with private schools to offer program services and assist with program planning. A letter goes out to surrounding districts annually to determine any qualifying students who may be attending private schools in their districts. To date, all private schools in the district have declined to participate in the program.</p> <p>Collaboration between various programs often results in the multi-funding of staff development, parent involvement activities, programs and personnel. All multi-funded personnel keep monthly Personnel Activity Reports to account for program activities.</p> <p>Each school site receives assistance from the District office staff with the development, implementation and monitoring of the SPSA to meet the needs of students eligible for categorical services including Title I, GATE, EL and students with disabilities.</p> <p>To provide equal opportunity for academic achievement in the core and to prevent any substantive academic deficits, EL students receive additional support through SDAIE strategies and primary language support from instructional aides in the content areas.</p> <p>The District provides a kindergarten transition program that links to child development and state preschool programs throughout the</p>
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	<p>district.</p> <p>Each school site utilizes a Response to Intervention pyramid of interventions to ensure early intervention and safety-net strategies to address the needs of struggling students prior to identification for special education.</p> <p>Migratory children, children living in local institutions for neglected or delinquent children receive services as recommended by each school's Student Study Team. Homeless students receive additional tutoring support from Title I and coordination with McKinney-Vento programs.</p>
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Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

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 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide 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 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) 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
 - Is enforcing the operation of such technology protection measure during any use of such computers by minors
 - 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, and
 - Any LEA that *does* 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.

New 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 percent 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.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Catherine J. Nichols, Ed.D. 6/27/11

Print Name of Superintendent

Signature of Superintendent Date

Darrell A. Myrick 6/27/11

Print Name of Board President

Signature of Board President Date

Pivot Learning Partners (Mary Breskin) 6/21/11

Print Name of District Assistance and Intervention Team (DAIT) (if applicable)

Signature of DAIT Lead (if applicable) Date

Wanda L. Pyle, Ed. D. 6/21/11

Print Name of Title III English Learner Coordinator/Director (if applicable)

Signature of Title III English Learner
Coordinator/Director (if applicable) Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team.*

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *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.*

- 2.1 **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs							
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Websites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,

Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,

Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,

Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83

	Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education’s Expert Panel, the University of Colorado’s Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and	7 to 8			x	x		C

Reinforcement							
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and	1 to 5				x		B, C, D

Teachers (LIFT)							
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental	9 to 12			x	x	x	B

Program							
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B