

District Name: Covina-Valley Unified School District

CD Code: 1964436

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the CDE no later than January 2, 2007, is required to:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

| Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, <i>Standards-based Curriculum, Instruction & Assessment</i> , p. 3-5) | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>A review of 2010 Districtwide data including AYP and API in English-Language Arts and mathematics as well as graduation rate and dropout rate data indicate the following teaching and learning needs: 49% of students districtwide were not proficient or higher in English-Language Arts; 51% of students districtwide were not proficient or higher in mathematics. Districtwide AYP data for socioeconomically disadvantaged students, English Learners, and students with disabilities indicated the following needs: Socioeconomically Disadvantaged - 57.3% were not proficient in ELA and 58.2% were not proficient in mathematics.</p> | | | | |

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| <p>EL and RFEP Subgroup – 67.2% were not proficient in ELA and 60.7% were not proficient in mathematics.</p> <p>Students with Disabilities - 62.8% were not proficient in ELA and 65.9% were not proficient in mathematics.</p> <p><i>Two year grade span AYP data indicate that none of the grade spans (2-5, 6-8, grade 10) made AYP in English-Language Arts in 2008 and 2009. In mathematics, the 6-8 grade span did not make AYP in 2008; none of the grade spans made AYP in math in 2009.</i></p> <p>The 2009 district API of 758 is 42 points away from the state performance target of 800. Districtwide subgroup API indices indicate achievement gaps as follows: API 599 Students with Disabilities API 689 English Learners/RFEP API 718 African-American API 725 Socioeconomically Disadvantaged API 737 Hispanic</p> <p>Graduation Rate data indicate a 91.3% graduation rate for the Class of 2008 (which is a 2% decrease compared to the Class of 2007). Dropout rate data indicate a 4-year dropout rate of 8.2% (116 dropouts) which is an increase of 1.3% compared to the prior year data.</p> <p>An evaluation of the previous LEA Plan indicates that while progress has been made, there may still be a lack of clarity regarding the implementation of a systemic program of strategic and intensive interventions based on a Response to Intervention (RtI) model. There is also a fundamental need to increase our emphasis on providing a comprehensive ELD program, which includes ELD</p> | | | | |
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| <p>instruction in addition to and separate from the ELA instructional block. These fundamental teaching and learning needs will be addressed in the following manner:</p> <ul style="list-style-type: none"> •Current intervention programs within the District may not specifically target students' academic or language proficiency. Therefore, the need exists to match targeted interventions specific to individual student needs. •Implementation of intensive interventions in reading and writing for EL students who do not meet benchmarks based on the District Catch-Up Plan in English-Language Arts (CST/ELA expectations), and for Students with Disabilities (SWD) in grades 3-12 who are two or more grade levels behind or scoring below basic or far below basic on CST. In addition, <i>Moving Into English</i>, <i>High Point</i>, and or <i>Language!</i> placement assessments should be used to assist in determining both proper placement and instructional support for English Learners. These interventions should be in addition to general education classes in English-Language Arts and in addition to the SWD and ELD classes. •Implementation of clearly defined strategic interventions that are short term and focused on specific skill gaps, such as finding the main idea, paragraph organization, or long division for K-12 students who are less than two years behind in ELA and/or math (scoring basic on CST) or not passing CAHSEE. •Implementation of strategic interventions targeting 8th, 9th, and 10th grade Students with Disabilities and English Learners failing or at risk of failing CAHSEE math and ELA, that focus on interventions for student skill gaps. | | | | |
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| <ul style="list-style-type: none"> •Implement additional follow-up through coaching and classroom observation by principals, content specialists, and site mentors to ensure full implementation of standards-based curriculum and adopted core materials, and classroom implementation of differentiated instructional strategies. •Develop structures to improve communication and collaboration between general education teachers and special education teachers regarding student needs and instructional practices, especially in the area of ELA and math. •Implementation of clear guidelines for systematic K-5 ELD instructional program that provides a minimum of 20 minutes for Kindergarten, 30 minutes for grades 1-5 of daily ELD instruction in addition to and separate from the required ELA Block. ELD instruction should include use of District-adopted materials for ELD. •Identify and monitor progress of at-risk students, especially Students with Disabilities and English Learners, to ensure proper placement in intervention programs. | | | | |
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

| Please describe those goals and targets for student achievement, participation, and growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5) | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <ul style="list-style-type: none"> • By August 2010, 56% of CVUSD students will achieve proficient or above scores in ELA as measured and | All CVUSD Staff | | | |

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| <p>reported on the 2010 District AYP report. By August 2010, 40% of the EL subgroup, 49% of the SED subgroup and 44% of the SWD subgroup will achieve proficient or above scores in ELA as per the 2010 District AYP report.</p> <ul style="list-style-type: none"> • By August 2010, 57% of CVUSD students will achieve proficient or above scores in Math as measured and reported on the 2010 District AYP report. By August 2010, 46% of the EL subgroup, 48% of the SED subgroup, and 41% of the SWD subgroup will achieve proficient or above scores in Math as per the 2010 District AYP report. • AMAO 1: By August 2010, 63% of CVUSD EL students will meet the annual growth target for AMAO 1. • AMAO 2: By August 2010, 46% of CVUSD cohort EL students will meet the annual growth target for AMAO 2. • By August 2010, CVUSD students will achieve a districtwide API of 767. | | | | |
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

| Please describe the specific strategies that you will use and how you will accomplish this. | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>Specific research-based strategies and programs such as the following will be utilized throughout the District to improve student achievement in English-Language Arts and math, especially for Students with Disabilities and English Learners:</p> | <p>Ed Services Directors, Principals, Teachers 2008-2010</p> | <p>Training, release time (subs), materials</p> | <p>\$400.000</p> | <p>SB 472, Title I, Prof. Dev. Blk. Grant</p> |

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| <ul style="list-style-type: none"> •Identifying similarities and differences •Summarizing and note-taking •Reinforcing effort and providing recognition •Homework and practice •Nonlinguistic representations •Cooperative learning •Setting objectives and providing feedback •Generating and testing hypotheses •Cues, questions, and advanced organizers <p>Teachers will receive training on the "three-phase lesson plan" (I do- We do- You do) for incorporating these strategies. Implementation will be monitored through classroom walk-throughs and observations.</p> <p>The following programs have been identified as scientifically-based research and will be supported through Program Improvement funds to target achievement for Students with Disabilities and English Learners.</p> <p><u>K-3 Literacy</u></p> <ul style="list-style-type: none"> •LIPS, Visualizing and Verbalizing, and Seeing Stars •Read Well and Read Well Plus (K-5) •Read Naturally (K-5) <p><u>4-12 Literacy</u></p> <ul style="list-style-type: none"> •Language! •Rewards) <p><u>4-12 ELD</u></p> <ul style="list-style-type: none"> • Rosetta Stone • High Point •Other state approved ELD materials •Moving Into English •ELPD <p>The sites, with assistance from the District, collect data to evaluate the effectiveness of these programs as they impact student achievement, particularly for Students with Disabilities and English Learners, and expand or adjust</p> | <p>(Same as above)</p> <p>(Same as above)</p> <p>(Same as above)</p> | <p>(Same as above)</p> <p>(Same as above)</p> <p>(Same as above)</p> | <p>\$10,000</p> <p>\$20,000</p> <p>\$80,000</p> | <p>Title I</p> <p>Prof. Dev. Blk. Grant</p> <p>ELAP, Title I, EIA/LEP, SB 472</p> |
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| <p>program implementation to meet student needs. Teachers meet in grade level or departmental Professional Learning Communities to evaluate student outcomes, share best practices, plan for instruction and/or intervention and evaluate student progress toward meeting IEP goals. Principals are held accountable for implementation and monitoring of these programs and strategies through the evaluation process.</p> <p>As a result of this data analysis we will re-examine the effectiveness of our current interventions (e.g., Language!, River Deep, Revolution Prep, PLATO Learning). We will continue to look at ways to restructure the school day to include more interventions and we will increase our efforts to identify a viable curriculum, instructional support, and interventions for our EL Early Advanced and Advanced students.</p> <p>We will continue to explore more fluid methods of implementing the least restrictive learning environment for our special needs students.</p> | <p>Principals, District staff 2008-ongoing</p> | | | |
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

| <i>Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)</i> | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>Schools will continue the practice of meeting in Professional Learning Communities (PLCs) to analyze student data, share best practices and plan instruction to meet the needs of diverse learners. They will utilize common formative assessments to answer the 4 critical questions (DuFour) and differentiate instruction to meet student needs. Teachers will utilize effective, research-based instruction</p> | <p>Principals and teachers 2008-ongoing</p> | <p>None</p> | | |

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| <p>using the adopted curriculum. Schools will be held accountable through observations, walk-throughs, principal JPP's and reflective practices.</p> <p>The following specific actions will be taken to address the fundamental teaching and learning needs identified in Section 1.</p> <ul style="list-style-type: none"> • Sites will schedule regular collaboration meetings to ensure shared planning and articulation between general education and special education teachers. • Each school will develop and implement strategic and intensive interventions for improving achievement for Students with Disabilities and English Learners. • Schools will develop a monitoring and accountability plan to ensure effective implementation of strategic and intensive interventions. • Schools will collect and analyze data on the effectiveness of the interventions and submit their evaluations at the conclusion of the program. • All teachers will provide differentiated instruction in K-12 classrooms to ensure student achievement of grade-level standards, especially for Students with Disabilities and English Learners. Teachers will be held accountable through coaching, classroom observation, and the evaluation process. • EL and RSP students will be properly placed in appropriate programs (e.g., Literacy Development, Literacy Enhancement, and leveled ELD). Each 6-12 school will revise their master schedule to ensure appropriate EL and | <p>Principals and teachers</p> <p>2008-ongoing</p> | <p>Extra duty time for teachers providing after-school interventions</p> | <p>\$2500/school /year</p> | <p>Title I, Hourly Intervention funds</p> |
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| <p>RSP student program placement.</p> <ul style="list-style-type: none"> •Each K-5 school will implement the instructional guidelines for ELD instructional minutes and will use the Houghton-Mifflin Handbook for English Language Learners in addition to Moving Into English as per the District EL Master Plan. •Schools will explore options for modifying the school day to accommodate collaboration and interventions. •Provide equal access to technology for all students. •Explore the feasibility of implementing a more collaborative delivery model for special education services to minimize interruptions during CORE teaching. •Analyze pre- and post-test results together with regular and special ed teachers. •Develop curriculum-embedded assessment for placement in interventions. | <p>Principals and school staffs 2008-ongoing TSS</p> <p>Principals and Student Services</p> <p>Teachers</p> <p>Teachers</p> | | | |
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

| Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7) | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>The following staff development needs were identified based on an analysis of student achievement data, as well as a review of teaching/learning needs and scientifically-based research strategies. All training includes follow-up</p> | | | | |

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| <p>activities such as classroom observation, practicums, and coaching and will be targeted to teachers with high numbers of Students with Disabilities and English Learners in their classrooms.</p> <ul style="list-style-type: none"> •Increase articulation between general ed and special needs teachers during PLCs to ensure access to core curriculum and shared planning. •Provide specific training for K-12 reading teachers and special education teachers in English-Language Arts and mathematics programs that target Students with Disabilities and English Language Learners (e.g., <i>LiPS</i>, <i>Visualizing and Verbalizing</i>, <i>SB 472 ELPD</i>). •Continue to provide professional development for K-5 to support Houghton-Mifflin ELA adoption and Harcourt math adoption (e.g., AB 430 & SB 472). •Provide professional development for grades 6-12 math and special education teachers and administrators in implementing adopted materials, SDAIE, and differentiated instruction strategies aligned to grade level standards (e.g., AB 430 and SB 472). •Embed in all professional development training for K-12 teachers and paraprofessionals methods of differentiating instruction including the use of accommodations and/or modifications to meet the needs of Students with Disabilities and English Learners. •Provide training for K-12 teachers in implementing ELD curriculum to improve achievement in English-Language | <p>Principals and Teachers</p> <p>Ed Service, Teachers 2008-2010</p> <p>Ed Service, Teachers 2010-2012</p> <p>Ed Service, Teachers 2008-2010</p> <p>(Same as above)</p> <p>(Same as above)</p> | <p>None</p> <p>Trainers, subs, materials</p> <p>(Same as above)</p> <p>(Same as above)</p> <p>(None)</p> <p>Trainers, subs, materials</p> | <p></p> <p>\$80,000</p> <p>\$400,000</p> <p>\$20,000</p> <p></p> <p>\$40,000</p> | <p></p> <p>Prof. Dev. Blk. Grant, ELAP, Title I, EIA/LEP</p> <p>SB 472, Title I, Prof. Dev. Blk. Grant</p> <p>ELAP, EIA/LEP</p> <p></p> <p>Prof. Dev. Blk. Grant, ELAP, Title I, EIA/LEP</p> |
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| Arts and ELD standards (e.g., SB 472 ELPD for implementing Moving Into English and High Point). •Provide refresher training in SDAIE strategies (e.g., GLAD.) •Provide training for instructional aides in ways to support instruction for special needs students. •Continue to provide training in the use of technology to support instruction. •Provide training for general ed teachers in differentiating instruction to meet the needs of Students with Disabilities. | Ed services 2009-2010 | (Same as above) | \$80,000 | (Same as above) |
| | Ed Service 2009-2010 | | \$25,000 | |
| | Ed Service & TSS 2008-ongoing | | \$40,000 | Prof. Dev. Blk. Grant, Title I |
| | Ed Service & Student Service 2009-2010 | | \$50,000 | (Same as above) |

6. English Learners

a. **Title II Status and Title I Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the only Action Plan and need not address Item 6.

Title III LEA Improvement Plan Addendum Outline¹

Directions: Address the topic matter requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

A. Analysis of Data and Problems Found

Covina-Valley USD met Title III Accountability state targets for AMAO #1 and AMAO #2 in all prior years through 2009.

¹ This outline was developed by the Language Policy and Leadership Office, California Department of Education, September 2008

Covina-Valley USD did not meet Title III Accountability state targets for AMAO #3 in either 2008 or 2009. Covina-Valley USD has 1855 English Learners, representing 13% of the K-12 district enrollment. Of these 1855 English Learners, 9% (n=158) are dually identified as students with disabilities.

Analysis of District Assistance Survey (DAS) data indicated the following needs:

- Need for policies and evidence of implementation of strategic and intensive interventions
- Need for support systems in place through content specialists who work inside the classroom to support teachers of English language arts, math, and English Learners.

Analysis of Academic Program Survey (APS) data indicated the following needs:

- Need for additional instructional time for ELA and math interventions
- Need to provide coaches and content area specialists who work inside classrooms to assist teachers to meet the specific needs of all learners
- The 2009 districtwide API of 758 is 42 points away from the state performance target of 800. Districtwide subgroup API indices indicate achievement gaps as follows:
 - API 689 English Learners/RFEP
 - API 725 Socioeconomically Disadvantaged
 - API 737 Hispanic
 - API 718 African American
 - API 599 Students with Disabilities

Districtwide 2008-09 AYP and ELSSA data for English Learners and RFEP students indicate the following needs:

- EL/RFEP Subgroup – 67% were not proficient in ELA and 61% were not proficient in mathematics.
- AMAO #3 was not met in ELA in 2008 or 2009. AMAO #3 was not met in Mathematics in 2009.
- 51% of Intermediate level English Learners (n = 304 students in grades 3-9) scored far below basic or below basic on the CST ELA.
- 30% of English Proficient (on CELDT) English Learners (n = 108 students in grades 3-9) scored far below basic or below basic on the CST ELA.
- 43% of Intermediate level English Learners (n = 329 students in grades 3-9) scored far below basic or below basic on the CST in Math.

- 36% of English Proficient (on CELDT) English Learners (n = 118 students in grades 3-9) scored far below basic or below basic on the CST in Math.
- 2% of Reclassified English Learners (n = 596 RFEP students in grades 3-9) scored far below basic or below basic on the CST in ELA.
- 12% of Reclassified English Learners (n = 562 RFEP students in grades 3-9) scored far below basic or below basic on the CST in Math.
- 40% of 11th grade English Learners passed CAHSEE in ELA, with only 2% achieving the Proficient level (scale score of 380 or higher).
- 48% of 11th grade English Learners passed CAHSEE in math, with only 15% achieving the Proficient level (scale score of 380 or higher).

ELSSA Survey Results by Category indicate the following needs:

- Need for all English Learners to have greater access to the core and opportunity to learn grade-level standards in ELA and mathematics
- Need for consistent use of research-based instructional strategies and formative assessment to monitor student progress
- Need for comprehensive Rtl model and thorough implementation and monitoring of benchmark, strategic, and intensive interventions

Districtwide Catch-Up Plan Data indicated the following needs:

- Across all elementary schools, only 63% of the English Learners met the district catch-up plan criteria. Only 13% of K-5 English Learners in US schools for 5 or more years (n = 110) met the catch-up plan criteria.
- Across all secondary schools, only 20% of the English Learners met the district catch-up plan criteria. Only 13% of 6-12 English Learners in US schools for 5 or more years (n = 598) met the catch-up plan criteria.
- Of the 158 students districtwide who are dually identified as students with disabilities, only 21% met the catch-up plan criteria.
- Overall, the analysis found that a majority of students who did not meet the Catch-Up Plan criteria were deficient in the area of the CST in English language arts.

SUMMARY/FOCUS: Based on an analysis of the above data, the greatest need districtwide for the EL Program are those English Learners who have been in US schools for 5 or more years (long-term ELs) who perform poorly on CST/ELA and CST/math. Too many of the English Learners who have reached the English proficient level on CELDT are not scoring proficient or higher on the CST. Although their performance on passing CAHSEE is higher than their performance on the CSTs, English Learners and RFEP students need to reach college-ready status for both ELA and math. College-ready status means scoring at the proficient level on CAHSEE (380 scale score) and at the proficient level on the CST exams. Based on the data, English Learners who are also identified as students with disabilities and RFEP students who are not achieving proficient level CST scores also represent high need groups.

B. Strengths and Weaknesses of the Current Plan

a. Instructional Program

The annual evaluation of the LEA plan by a committee of stakeholders indicates that, while the plan is well thought out, accountability for implementation must be improved. Additional steps must be taken to carefully monitor and support the progress of ELs to ensure that they receive support classes and/or interventions as needed to reach proficiency.

The evaluation indicates that while progress has been made, there may still be a lack of clarity regarding the implementation of a systemic program of strategic and intensive interventions based on a Response to Intervention (RtI) model. There is a critical need to provide targeted and timely intervention to students at intermediate fluency and those who have been in US Schools 5 or more years who are not meeting the Catch Up Plan in ELA and/or mathematics.

b. Instructional Strategies

Further clarification is needed to ensure that ELs who are also identified for special education are assessed and prescribed services through an Individualized Educational Plan (IEP). In addition, all ELs can benefit from extended instructional time and increased opportunities to practice oral language, and to utilize academic vocabulary, forms and functions in completing grade-level appropriate tasks.

c. Professional Development

Teachers and administrators need to receive regular professional development in those scientifically-based instructional strategies found to be most effective in addressing the identified needs of low-performing ELs. In particular, teachers indicate a need for further professional development in the use of SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curricula. There is also a need to assist teachers in understanding and fully utilizing the SBE adopted materials including all ancillary materials and other standards aligned materials designed to assist ELs in meeting grade level standards.

d. Parent Participation

The current plan is lacking in the specification of goals, timelines, and benchmarks that will ensure a comprehensive parent participation program that includes a strong parent education component.

C. Factors Contributing to Failure to Meet AMAO #3

Current intervention programs within the District may not specifically target English Learners' language proficiency. Students who may need intervention in both ELA and math (as well as science and history-social science) may not be receiving targeted interventions in each content domain. Every school needs to be implementing a consistent RtI model, which builds from the benchmark core curriculum to include strategic and intensive interventions for English Learners who are working below grade level standards.

Additionally, to improve student performance in ELA, there is a fundamental need to increase our emphasis on providing a comprehensive ELD program, which includes ELD instruction in addition to and separate from the ELA instructional block. Improvements in this area will directly contribute to improved EL student performance in ELA. Content area teachers at the secondary level lack sufficient training and coaching in the use of SDAIE strategies to ensure meaningful access to grade appropriate core curriculum across all four core areas.

A final contributing factor includes a weak program of parent education and participation, especially at the secondary level.

D. Conclusions to Inform Program Modifications

An analysis of data using ELSSA and the district Catch-Up Plan data indicates the following **target groups** of English Learners who are in need of a systematic and scientifically-based research program in order for the district to meet AMAO #1, AMAO #2, and AMAO #3:

- English Learners at the Intermediate or higher levels on CELDT who are not meeting district Catch-Up Plan Expectations
- Long Term English Learners who have been in US Schools more than 5 years and are not meeting reclassification criteria
- English Learners who are also identified as students with disabilities who are not progressing through the Catch-Up Plan criteria based on number of years in US Schools
- Reclassified Fluent English Proficient (RFEP) students who are not scoring proficient or higher on CSTs and CAHSEE

The above **target groups** will benefit from a focus on the below four areas of focus:

1) Consistent and complete implementation of daily leveled ELD for all English Learners.

2) As described fully in the sections that follow, all English Learners and RFEP students must be provided with a **rigorous academic program**. The curriculum must be supported by high quality first instruction, based on teacher knowledge of the content and ELD standards, effective subject-matter pedagogy, and deep student engagement in learning. Effective teaching and learning are facilitated by regular use of curriculum-embedded formative assessments to monitor student learning and language development and to identify students in need of benchmark, strategic, and intensive support. On a daily basis, teachers need to provide benchmark support for students to ensure that daily content and ELD standards are being learned. The need exists to implement a comprehensive Rtl pyramid to match targeted interventions specific to individual student needs using clearly defined criteria and to monitor their progress in these interventions using both formative and summative assessments. Differentiation of instruction and monitoring student mastery of content and ELD standards through frequent assessment are essential to move students through intervention quickly and to ensure EL and RFEP student access to grade-level core curriculum. Collaboration amongst all staff who work with English Learners and RFEP students establishes a vital link to ensure program coherence across the three tiers of the Rtl model.

3) Districtwide professional development for certificated (administrators/teachers) and classified staff members must focus on the following areas to meet the needs of the **target groups**:

- Professional development on the use of SDAIE strategies to ensure that English Learners have meaningful access to grade-level core curriculum. Training will focus on how the SDAIE strategies must be differentiated to meet the specific needs of the **target groups**. Training will focus on the particular needs of the intermediate level ELs, the long-term ELs, and RFEP students who are not scoring proficient on CSTs.
- Professional development for training teacher coaches to assist classroom teachers gain expertise in the use of SDAIE strategies
- Professional development to refine and expand collaborative Professional Learning Community work (using the critical DuFour questions)
- Professional development in the development, implementation, and monitoring of a comprehensive Rtl model
- Professional development in the use of technology (DataDirector) to assist in the analysis and use of formative and summative assessment data for instructional decision-making
- Professional development for special education teachers to gain knowledge of the ELD standards and expertise in delivering ELD to dually identified students; professional development to refine and expand collaborative Professional Learning Community work involving special educators and general educators (using the critical DuFour questions) to ensure that dually identified students receive high quality ELD and SDAIE.

- Professional development for Bilingual Instructional Aides and Home-School Liaisons to enable them to support instruction in core content classrooms and to enhance parent outreach and parent involvement.

4) A comprehensive parent involvement and parent education program is needed to ensure that parents are true partners in the education of our English Learners. A comprehensive program includes the following six types of parent involvement: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision-making, and (f) collaborating with the community. Parents of English Learners and RFEP students will benefit from parent education in meaningful strategies for parent involvement.

| <i>Educational activities to improve English proficiency and academic achievement</i> | Timeline with Benchmarks | Personnel Responsible | Funding Source/ Estimate | Progress Reports (to be completed periodically through June 30, 2011) |
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| <p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment [ELSSA] Section B) (NOTE: CVUSD met AMAO 1 and 2)</p> <p>•District will ensure that <i>Moving Into English, High Point, Edge and or Language!</i> Placement assessment is used to assist in determining both proper placement and instructional support for English Learners. Students not meeting the Catch Up Plan because of low CELDT scores will be provided interventions focused on gaps in English Language Development. These interventions will be in addition to general education classes in English Language Arts and in addition to the special education and ELD classes.</p> <p>•District will ensure consistent implementation of current guidelines</p> | <p>•Identify Placement Assessment by Jan. 2010, and Implement by Mar. 2010 for placement in Sept.</p> <p>•Review Master Schedules,</p> | <p>•Ed Serv, Tchrs, Prin</p> <p>•Ed Serv., K-5 Prin</p> | <p>•N/A</p> <p>•N/A</p> | |

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| <p>for systemic K-5 ELD instructional program that provides a minimum of 20 minutes for Kindergarten, 30 minutes for grades 1-3 and 45 minutes for grades 4-5 of daily ELD instruction in addition to and separate from the required ELA Block. ELD instruction will include use of District adopted materials for ELD.</p> <p>•District will ensure that the adopted programs are utilized at all grade levels (e.g., <i>Moving Into English</i>-grades K-5, <i>High Point</i>-grades 6-8, and <i>Edge</i>-grades 9-12), and that the following research-based strategies and program components are in place throughout the District to improve student achievement in ELD.</p> <p><u>Program Components</u></p> <ul style="list-style-type: none"> • <i>Teachers use flexible student groupings to organize classroom activities</i> • <i>Teachers schedule sufficient time for explicit instruction in listening, speaking, reading and writing activities within the ELD block and utilize supplementary ELD materials during core instruction.</i> • <i>Teachers ensure that reading activities provide comprehension development.</i> • <i>Teachers provide writing activities for academic application (e.g., descriptive, narrative, and expository).</i> • <i>Teachers provide sufficient opportunity for students to receive additional ELD intervention and support.</i> • <i>School staff use observational tools to plan, implement and evaluate the effectiveness of lesson delivery in ELD.</i> <p><u>ELD instructional strategies</u></p> <ul style="list-style-type: none"> • <i>Systematic, explicit direct instruction followed by guided and independent practice</i> • <i>Scaffolding techniques</i> | <p>classroom observations Sept. 2009 & Ongoing</p> <p>•Sept. 2009 & Ongoing</p> | <p>•Ed. Serv, Prin, Tchrs</p> | <p>•Title I,II, EIA/LEP, ELAP (\$30,000)</p> | |
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| <ul style="list-style-type: none"> •Flexible grouping •Incorporation of higher-level critical thinking skills •Attention to different learning styles •Lesson objectives determined by benchmark assessments •Checking for understanding throughout the lesson closure and reflection <p>•District and high school administrators will verify that ELs are making accelerated progress in ELD in order to complete high school graduation requirements and pass CAHSEE.</p> | <p>•Quarterly Progress reports will be reviewed</p> | <p>•Prin, tchrs, counselors</p> | <p>•N/A</p> | |
| <p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;ELSSA Section B)</p> <p>•District will ensure that R/LA teachers working with English learners provide differentiated instruction in K-12 classrooms to ensure student achievement of grade-level standards. The following strategies for differentiation will be utilized to support ELs in ELA classrooms: [Hill, J., Flynn, K. (2006). <i>Classroom Instruction that Works with English Language Learners</i>. Alexandria, Virginia: ASCD.]</p> <ul style="list-style-type: none"> •Setting Objectives and Providing Feedback •Nonlinguistic Representations •Cues, Questions, and Advance Organizers •Cooperative Learning •Summarizing and Note-Taking •Reinforcing Effort and Providing Recognition •Generating and Testing Hypotheses •Identifying Similarities and Differences •Involving Parents and the Community •GLAD, SIOP, and Frostig strategies for ELs <p>Teachers will be held accountable through coaching, classroom observation, and the evaluation process.</p> | <p>•By Jan. 2010, coaches will be identified and a modified SIOP protocol used for classroom observations by site and district admin.</p> | <p>•Ed Serv, Prin., Tchrs.</p> | <p>•Title I, II, ELAP, EIA/LEP (\$100,000)</p> | |

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| <ul style="list-style-type: none"> •District will assist in the identification of curriculum-embedded assessments for teacher use in the placement and monitoring of students in interventions. •District will provide models for each school to develop and implement a systemic program of strategic and intensive interventions based on a Response to Intervention (RtI) model. •District will assist schools in the development of a monitoring and accountability plan to ensure effective implementation of strategic and intensive interventions. Teachers will use Data Director to collect and analyze data on the effectiveness of the interventions and submit their evaluations to site administration and district personnel at the conclusion of the program. District staff will monitor and support the implementation of the plan through walk-throughs with site administration, observations of PLCs and use of technology. •District will ensure that Bilingual Instructional Aides and Home School Liaisons (HSLs) receive adequate training to support instruction in core content classrooms. | <ul style="list-style-type: none"> •By Nov. 2009, all teachers will utilize fall Catch Up data to place students in interventions based on RtI. •Mar. 2010 - Students' progress in interventions will be monitored using curriculum-embedded assessments and Spring Catch Up data. •June 2010 – End-of-year assessments tied to specific interventions will be used. •May 2010-IAs & HSLs new to a grade level will receive training | <ul style="list-style-type: none"> •Ed Serv., Prin., Tchrs. •Ed Serv., Prin., Tchrs. •Ed Serv., Prin., Tchrs. •Ed.Serv. | <ul style="list-style-type: none"> •EIA/LEP (\$10,000) •Title I, ELAP, EIA/LEP (\$10,000) •Title II (\$15,000) | |
| <p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA Section C)</p> | | | | |

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| <ul style="list-style-type: none"> •District will ensure that teachers will provide differentiated instruction in K-12 mathematics classrooms to ensure students achievement of grade-level standards. The following strategies for differentiation will be utilized to support ELs in mathematics classrooms: [Hill, J., Flynn, K. (2006). <i>Classroom Instruction that Works with English Language Learners</i>. Alexandria, Virginia: ASCD.] •Setting Objectives and Providing Feedback •Nonlinguistic Representations •Cues, Questions, and Advance Organizers •Cooperative Learning •Summarizing and Note-Taking •Reinforcing Effort and Providing Recognition •Generating and Testing Hypotheses •Identifying Similarities and Differences •Involving Parents and the Community •GLAD, SIOP, and Frostig strategies for ELs •SB 472 Strategies for ELs <p>Teachers will be held accountable through coaching, classroom observation, and the evaluation process.</p> | <ul style="list-style-type: none"> •By Jan. 2010, coaches will be identified and a modified SIOP protocol used for classroom observations by site and district admin. | <ul style="list-style-type: none"> •Ed Serv., Prin., Tchrs. | <ul style="list-style-type: none"> •Title I, II, ELAP, EIA/LEP (\$100,000) | |
| <ul style="list-style-type: none"> •District will assist in the identification of curriculum-embedded assessments for teacher use in the placement and monitoring of students in interventions. | <ul style="list-style-type: none"> •By Nov. 2009, all teachers will utilize fall Catch Up data to place students in interventions based on Rtl. | <ul style="list-style-type: none"> •Ed. Serv., Prin., Tchrs. | <ul style="list-style-type: none"> •EIA/LEP (\$10,000) | |
| <ul style="list-style-type: none"> •District will provide models for each school to develop and implement a systemic program of strategic and intensive interventions based on a Response to Intervention (RtI) model. •District will assist the schools in the development of a monitoring and accountability plan to ensure effective implementation of strategic and intensive interventions. Teachers will collect and analyze data on the | <ul style="list-style-type: none"> •Mar. 2010 - Students' progress in interventions will | <ul style="list-style-type: none"> •Ed Serv., Prin., Tchrs. | <ul style="list-style-type: none"> •Title I, ELAP, EIA/LEP (\$10,000) | |

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| <p>effectiveness of the interventions and submit their evaluations to site administration and the district at the conclusion of the program. District staff will monitor and support the implementation of the plan through walk-throughs with site administration, observations of PLCs and use of technology.</p> <p>•District will ensure that Bilingual Instructional Aides and Home School Liaisons (HSLs) receive adequate training to support instruction in core content classrooms.</p> | <p>be monitored using curriculum-embedded assessments and Spring Catch Up data.</p> <p>•June 2010 – End-of-year assessments tied to specific interventions will be used.</p> <p>•May 2010-IAs & HSLs new to a grade level will receive training</p> | <p>.</p> <p>•Ed Serv., Prin., Tchrs.</p> <p>•Ed. Serv.</p> | <p>•Title II (\$15,000)</p> | |
| <p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs. (ELSSA Section D)</p> <p>•District will ensure that schools continue the practice of meeting in Professional Learning Communities (PLCs) to analyze EL/RFEP student data, share best practices and plan instruction to meet the needs of English learners. District will provide training in the use of structured protocols and tools to facilitate data discussions and monitor progress toward EL goals. Teachers will utilize common formative assessments to answer critical questions (DuFour), differentiate instruction to meet EL/RFEP student needs, and plan appropriate interventions aligned to the RtI Pyramid. Teachers will utilize effective, research-based instruction using the adopted curriculum. District will hold schools accountable through observations, walk-throughs, principal JPPs and reflective practices focused on instructional practices for EL/RFEP students.</p> | <p>•Sept. 2009 & Ongoing -Ed Services staff will meet monthly with principals in PLC meetings. Principals will schedule grade level/dept PLC meetings at least twice a month at each site.</p> | <p>•Ed Serv.,Prin, Tchrs- Evidence will be collected through sign-in sheets, coaching logs and evaluations</p> | <p>N/A</p> | |

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| <ul style="list-style-type: none"> •It is the District’s practice to include <u>ALL</u> teachers, including special education and EL teachers, in professional development activities related to core subjects. However, District will provide specific training for special education staff on the implementation of ELD standards and using SDAIE strategies. •District and site administrators will ensure that special education staff collaborate monthly with regular ed teachers in PLC meetings to address the needs of dually identified students. <p>The following specific professional development activities will be provided to address the fundamental teaching and learning needs identified in Section 1:</p> <ul style="list-style-type: none"> • District will provide for follow up to last year's SB 472 math training for teachers and administrators in grades K-5. Grade-level coaches will be identified to provide follow-up coaching and support for teachers with an emphasis on strategies for ELs. • 60 K-5 teachers will be released to refine implementation plans for new math adoption and finalize pacing guides. • District will provide SB 472 math training to middle and high school teachers of Course 1, Course 2, and Algebra I. Exemplary teachers will be identified at each school to provide ongoing coaching and support for teachers with an emphasis on strategies for ELs. •Follow up training will be provided to middle and high school administrators to provide continued support to the program. •District will provide specific training for K-12 teachers in English Language Arts and mathematics programs that target English Language | <ul style="list-style-type: none"> •February 2010- Review ELD standards with sp ed staff •Sept 09-Follow-up discussions in monthly PLC meetings. •Sept 09-Follow-up discussions in monthly PLC meetings. •Oct 2009- Completion of grade level pacing guides for math •Nov./Dec. 2009- Course 1, 2, Alg I teachers trained. •Mar. 2010- Admin. trained | <ul style="list-style-type: none"> •Ed Serv, sp ed tchrs, psychs •Ed Serv, prin. tchrs •Ed. Serv.Prin, Math coaches •Ed Serv., Prin, Math coaches •Ed Serv, Prin. Tchrs. •Ed Serv, Prin, Tchrs | <ul style="list-style-type: none"> •Title I,II (\$2500) •N/A •Title I, II, ELAP, EIA/LEP (\$30,000) •Title I (\$2500) •Title I (\$42,000) •N/A | |
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| <p>Learners.</p> <p><u>K-5:</u> <i>GLAD</i> <i>ELA Differentiated Instruction in Reading for Gifted and EL</i> <i>Analyzing Data related to ELs/Data Director</i> <i>SB 472 Math to increase teacher competence in mathematics</i> <i>Professional development relative to the implementation of the core curriculum, universal access components, and any supplementary ELD materials</i></p> <p><u>6-8:</u> <i>SIOP</i> <i>Frostig training with a focus on strategies for ELs</i> <i>Thinking Maps with a focus on strategies for ELs</i> <i>Analyzing Data related to ELs/Data Director</i> <i>SB 472 Math to increase teacher competence in mathematics</i> <i>Professional development relative to the implementation of the core curriculum, universal access components, and any supplementary ELD materials</i></p> <p><u>9-12:</u> <i>Edge</i> <i>Analyzing Data related to ELs/Data Director</i> <i>SIOP</i> <i>SB 472 Math to increase teacher competence in mathematics</i> <i>Professional development relative to the implementation of the core curriculum, universal access components, and any supplementary ELD materials</i></p> <p><u>Administrators:</u> <i>Monthly PLC focused on EL target groups (K-12)</i> <i>SIOP for Admin (6-12)</i> <i>SB 472 Math for Admin (K-12)</i> <i>AB 430 Admin training</i></p> | <ul style="list-style-type: none"> •Oct. 2009-July 2010-6 tchrs trained as GLAD coaches •Oct. 2009 -40 tchrs trained •Oct.-Nov. 2009 - 50 tchrs trained •Oct. 2009 -30 tchrs trained •July 2009-Jan 2010 - 15 tchrs •Oct.-Nov. 2009 - 20 tchrs •Sept. 2009 & Jan. 2010- 20 tchrs •Oct.-Nov. 2009- 20 tchrs •Summer 2010- 30 tchrs •Oct. 2009 & Ongoing-35 admin •Oct. 2009 & Feb. | <ul style="list-style-type: none"> •Ed Serv. •Ed Serv. •Ed Serv, Prin •Ed Serv | <ul style="list-style-type: none"> •Title I, II, ELAP, EIA/LEP (\$75,000 for all K-5 training) •Title I, II, ELAP, EIA/LEP (\$75,000 for all 6-8 training) •Title I, II, , EIA/LEP (\$75,000 for all 9-12 training) •Title II (\$8000) | |
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| <p><i>GLAD for Admin (K-5)</i> <i>Epstein's Model of Parent Involvement</i></p> <ul style="list-style-type: none"> •District will explore the sharing of training facilities and exchanging teachers with other districts to encourage further professional learning across districts. •Teachers will be identified as site coaches to provide ongoing training and support for SDAIE strategies and provided training in coaching strategies. •Coaches released to provide coaching and support •District will provide additional training for instructional aides and Home School Liaisons in strategies to support instruction for English Learners in the target groups. (Paraprofessional Training and Assessment Program [PTAP]). •District will provide training in the use of curriculum-embedded technology to support instruction for English Learners. | <p>2010 (Two 1/2 days) •Sept. 2009-May 2010 (Two 1/2 days) - 35 admin •Dec. 2009-Jan. 2010 - 5 admin •Fall 2010-10 admin.</p> <p>•Sept. 2009- Contact neighboring districts and communicate with LACOE</p> <p>•Oct. 2010 & Ongoing- training in coaching strategies, coaching logs</p> <p>•Mar. 2010 - 25 aides/HSLs</p> <p>•Aug. 2009 & Ongoing</p> | <p>•Ed. Serv.</p> <p>•Ed. Serv.</p> <p>•Ed. Serv.</p> <p>•Ed Serv, TSS</p> | <p>•N/A</p> <p>•Title II (\$17,000)</p> <p>•Title I, EIA/LEP (\$7000)</p> <p>•Title I,II (\$30,000)</p> | |
| <p>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other</p> | | | | |

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| <p>NCLB programs. (ELSSA Section E)</p> <p>District will ensure that schools implement the following programs to promote effective EL parental involvement in the school:</p> <ul style="list-style-type: none"> •District and schools will meet regularly with parent advisory groups (e.g.,DAC/DELAC, ELAC,SSC, PTA) to inform parents of ways they can be involved in the education of their children; and be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. District and schools will keep records of sign-in sheets, agendas, minutes and ballots on file. •District will ensure that a clear communication link is in place between the home and school to inform parents of ELs of the following: <ul style="list-style-type: none"> <i>Progress in ELD</i> <i>Academic proficiency</i> <i>Grade-level standards, high school graduation requirements, data reporting for the STAR and CAHSEE programs</i> <i>Local assessments</i> <i>Interventions in ELD, reading/language arts and mathematics</i> <i>English proficiency levels as measured by the CELDT</i> <i>Student's identification as an EL, program placement options, and specific redesignation criteria</i> •District will provide training and materials to site administrators on the six components of Epstein's Model of Parent Involvement in monthly PLC meetings. •District will provide information in English and Spanish to sites regarding on-line newsletters for schools to post links on District and school web pages and information on parenting techniques that will support student achievement for English Learners, as well as homework support links for adopted core curriculum. | <ul style="list-style-type: none"> •Sept 2009 & Ongoing •Sept 2009 & Ongoing •Jan 2010 •Sept 2009 & Ongoing | <ul style="list-style-type: none"> •Prin, HSL •Ed Serv •Ed Serv •Ed Serv | <ul style="list-style-type: none"> •Title I, EIA/LEP (\$30,000) •N/A •N/A •Title I, EIA/LEP (\$10,000) | |
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| <ul style="list-style-type: none"> •EL parents and school staffs will attend LACOE sponsored Trainer of Trainers model workshops on supporting homework at home, the importance of reading at home, and model parenting programs. In addition, the following local parent involvement programs will be instituted: Parent Power, Parent Institutes, PESA, Family Literacy programs, and Family Math nights. •District will assist schools to provide kindergarten transition information and activities for EL parents of preschool-age children regarding kindergarten learning expectations and ways for parents to prepare and support their children for a successful kindergarten experience. •District will ensure that HSLs provide accurate and timely translations and parent outreach activities to encourage parents to become actively involved in the education of their children. | <ul style="list-style-type: none"> •Sept 2009 & Ongoing •Mar 2010 •Sept 2009 & Ongoing-monthly | <ul style="list-style-type: none"> •Parents, Prin, HSL •Ed Serv, Prin •Ed Serv. Prin | <ul style="list-style-type: none"> •Title I, EIA/LEP (\$3600) •Title I, EIA/LEP (\$4000) •Title III (\$170,000) | |
| <p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> <p>N/A</p> | | | | |

b. Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

| Please describe those goals and targets. | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>By August 2010, 40% of the EL subgroup will achieve proficient or above scores in ELA as per the 2010 District AYP report.</p> <ul style="list-style-type: none"> •AMAO 1: By August 2010, 63% of CVUSD EL students will meet the annual growth target for AMAO 1. •AMAO 2: By August 2010, 46% of CVUSD cohort EL students will meet the annual growth target for AMAO 2. | | | | |

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

| Please describe those activities and how you will incorporate them. | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>Schools will implement programs to further meet the needs of Students with Disabilities and English Learners during an extension of the school day/year, such as the following:</p> <ul style="list-style-type: none"> •Offer math labs/tutorials to provide intervention at grades 6-12 during zero period, after-school, and/or during summer school. •Implement before- and after-school interventions to provide access to scientifically-based intervention programs such as <i>LiPS</i>, and <i>Visualizing and Verbalizing</i>. | <p>Principals, Teachers 2008-ongoing</p> | <p>Extra duty for teachers, materials</p> | <p>Varies by site</p> | <p>SLIP, EIA/LEP, Hourly intervention funds</p> |

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| <ul style="list-style-type: none"> •Utilize school libraries, Library Media Centers and available technology to implement scientifically-based interventions. •Offer summer school classes for intervention in math, ELA, ELD, and CAHSEE preparation. •Explore outside community resources such as Mt. Sac College, and Adult Education as an option for tutors. •Develop a system to award privileges to students attending extended day interventions. •Continue to adjust master schedule to provide interventions during the school day. | | | | |
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8. Include strategies to promote effective parental involvement in the school.

| Please describe those strategies. (See DAS, Parent and Community, p. 10) | Persons Involved /Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| <p>Schools will implement programs to promote effective parental involvement in the school, such as the following:</p> <ul style="list-style-type: none"> •District will provide information to sites regarding on-line newsletters for schools <i>to post links on District and school web pages and</i> information on parenting techniques that will support student achievement for Students with Disabilities and English Learners, as well as homework support links for adopted core curriculum. | <p>Principals, Teachers</p> <p>Ed Services, Student Services, TSS 2008-ongoing</p> | <p>Refreshment, Materials,</p> <p>Materials, printing</p> | <p>Varies by site</p> <p>\$5000</p> | <p>SLIP, Title I</p> <p>Title I, EIA/LEP</p> |

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| <ul style="list-style-type: none"> •Parents and school staffs will attend LACOE sponsored Trainer of Trainers model workshops on supporting homework at home, the importance of reading at home, and model parenting programs such as Parent Power, Parent Institutes, Family Literacy programs, and Family Math Nights. •Schools will provide more opportunities for parents of Students with Disabilities and English Learners to receive information and training to support student achievement at home. The District and schools will schedule evening meetings for parents and school staffs (e.g., DAC, DELAC, SSC, ELAC, SELPA/CAC). •The District will provide parent education specific to the needs of special education parents beginning in pre-school. •Schools will provide kindergarten transition information and activities for parents of preschool-age children regarding kindergarten learning expectations and ways for parents to prepare and support their children for a successful kindergarten experience. •The District will update websites to provide current information for parents. •The District will provide an updated list of resources for parents. •Parents will be provided opportunities to observe classrooms and meet with the principal. | <p>Principals, Teachers 2008-ongoing</p> <p>Student Services 2008-ongoing</p> <p>Principals, Teachers</p> <p>TSS, Ed Services, Student Services 2008-ongoing</p> <p>Principals 2008-ongoing</p> | <p>Registration</p> <p>Trainers, materials</p> <p>Materials</p> | <p>\$1200</p> <p>\$1200</p> <p>Varies by site</p> | <p>SLIP, Title I</p> <p>Sp Ed, Title I</p> <p>Title I, SLIP</p> |
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CALIFORNIA DEPARTMENT OF EDUCATION
TITLE III LOCAL EDUCATIONAL AGENCY
IMPROVEMENT PLAN ADDENDUM
SUBMISSION FORM

Local Educational Agency (LEA) Plan Information:

Name of LEA: Covina-Valley Unified School District

County District Code: 1964436

Address: 519 E. Badillo St. City: Covina Zip Code: 91723

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Wanda L. Pyle Director of Curriculum & Instruction
Print Name Title

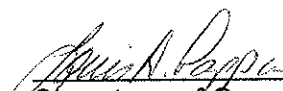
Phone: (626) 974-7000, ext 2080 Fax: (626) 974-7061

E-Mail: wpyle@cvusd.k12.ca.us

Certification:

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 Improvement Plan Addendum are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

Signatures:


Signature of Superintendent

Louis A. Pappas
Printed Name of Superintendent

12-22-09
Date


Signature of Board President

Mary L. Hanes
Printed Name of Title III Director

12-21-09
Date