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

(CDE use only)

Application #	

No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

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

County/District Code: 37-67991

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

Date of local governing board approval: June 21, 2011

District Superintendent: Janice Cook

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

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

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

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

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

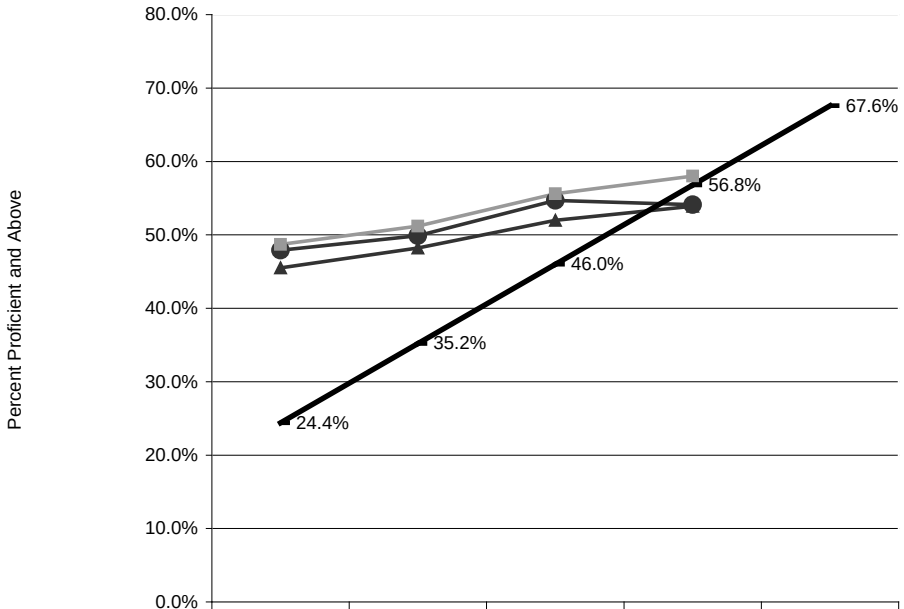
4. Implementation of School Administrator Instructional Leadership Training Program - Instructional materials based professional development and Implementation of School Administ rator Instructional Leadership Training Program - Instructional materials based professional development and ongoing targeted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

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

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

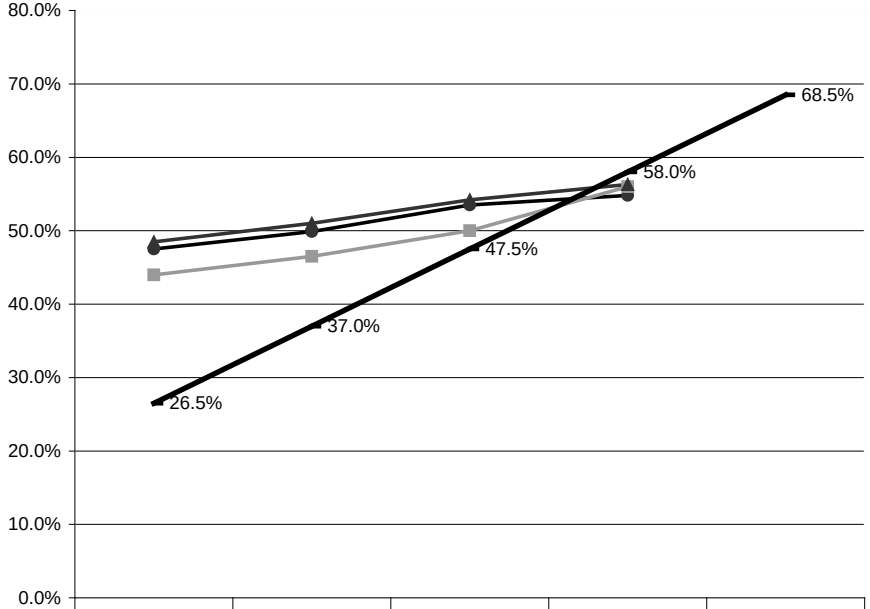
   The district uses an ongoing assessment and monitoring system, OARS (Online Assessment and Reporting System), that provides timely data from common assessments based on the SBE-adopted ELA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-levels placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-

4-Year AYP Comparison for ELA - Overall



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

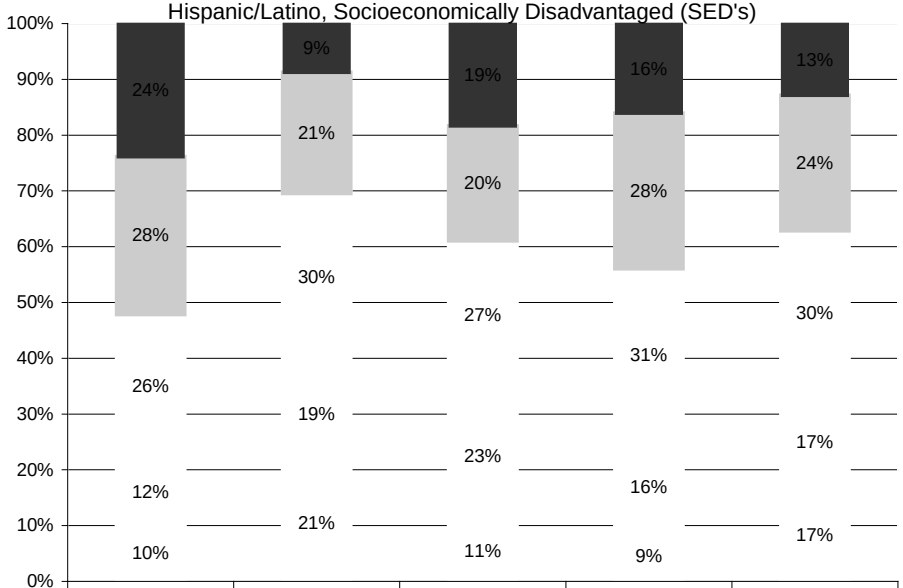
4-Year AYP Comparison for Math - Overall



Cajon Valley USD	47.5%	49.9%	53.5%	54.8%	

ELA STAR 2010 Proficiency Level Distribution

District, English Learners (EL's), Students with Disabilities (SWD), Hispanic/Latino, Socioeconomically Disadvantaged (SED's)



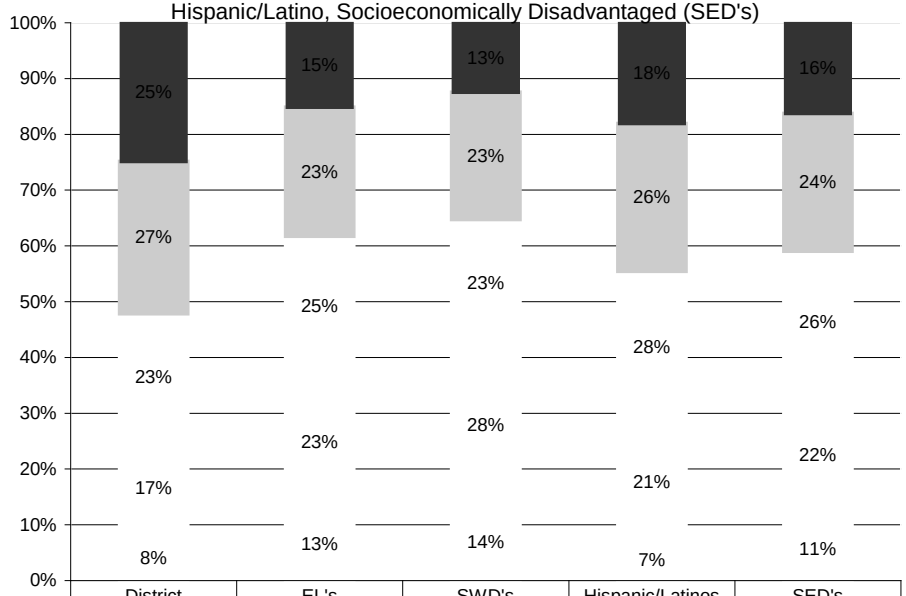
	District	EL's	SWD's	Hispanic/Latinos	SED's
Advanced	24%	9%	19%	16%	13%
Proficient	28%	21%	20%	28%	24%
Basic	26%	30%	27%	31%	30%
Below Basic	12%	19%	23%	16%	17%
Far Below Basic	10%	21%	11%	9%	17%

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

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

Math STAR 2010 Proficiency Level Distribution

District, English Learners (EL's), Students with Disabilities (SWD), Hispanic/Latino, Socioeconomically Disadvantaged (SED's)



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

Analysis of Data for English Learners

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

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

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

CELDT Level	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
CST ELA Performance Level z	N	%	N	%	N	%	N	%	N	%
Advanced	0	0%	10	2.75%	59	7.33%	38	10.24%	5	15.63%
Proficient	13	2.96%	32	8.82%	180	22.36%	99	26.68%	3	

A careful examination of the data from the CEDLT strands (Listening, Speaking, Reading and Writing) reveals that the average scale scores

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

EL Students Performance on the CST ELA Based on Time in US Schools	[redacted]	Unknown	0 to 2 Yrs.	3 to 5 Yrs.	6 or more Yrs. 694.8 468.6 s0

Summary

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

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

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

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

- Defined criteria for placement of EL students with CELDT levels one through five
- Instructional program offerings that include structured English immersion, English mainstream and alternative programs (upon parent request).
- Support services for implementation of ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies, CDE approved materials, and monitoring and evaluation of student progress
- Reclassificatio

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

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

al nd ix BE	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation

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

District Goals	B) All sites will administer District benchmarks in ELA and Math aligned to the six to eight -week pacing guides; results will be reviewed collaboratively and used to make instructional decisions for students. Change to six weeks.	EPC

District Goals High Priority Students ELA / Math / Hispanic						
	C) The T4S (T4S) Protocol will be implemented in each classroom to ensure all teachers are utilizing research based instructional practices to support student learning. -	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation

X	X	X	X	X	X	By the end of the first year, T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school make learning relevant to all students as measured by the T4S Protocol. Data will be collected by site principals from each class at least once each benchmark cycle and entered into the WestEd monitoring system to ensure teachers do any or all of the following: x Engage students in recalling prior knowledge, skills or past experiences and relate these to the new learning x Establish for students a reason why they need to know the content or be able to use the skill x Provide activities that are related to real-life application	5	1	Contract with WestEd / DAIT/Title I	Asst. Supt. Ed. Services Principals DAIT Leadership Team	T4S Data	Protocol

						x Explicitly explain and model the learning x Provide teacher-led practice on the learning x Provide examples of the learning at various performance levels x Provide small group instruction based on student needs before, during or after the lesson					
X	X	X	X	X	X	By the end of the first year T4S data collected by principals from all classrooms, including special education classrooms, will show 75% or more of all teachers at each school					

District Goals						D) Administrators, teachers, and paraprofessionals will all receive professional development and coaching to ensure their success in implementing the core -curriculum in ELA and Math as well as the elements of the T4S protocol.	EPC	Timeline Year 1 or 2	Proposed Expenditures / Funding Source	Responsible Person/s for Monitoring Action	Evidence of Implementation
		High Priority Students									
ELA	Math	Hispanic	EL	Special ED	SED						
						Language Arts					
X		X	X	X	X	District will support all site administrators and teachers, including special education teachers, in the strengthening of the SBE-adopted core instructional program and materials in ELA by providing revised pacing guides that include Focus Standards, Key Lessons, Academic Vocabulary, and Best Practices after each benchmark.	1 3 7	1 & 2	No New Costs	Asst. Supt. Ed. Services Principals DAIT Leadership Team	Pacing Guides Best practices WestEd coaching logs
X		X	X	X	X	All administrators will have completed AB430 ELA professional development.					

						forms and how to align ELD instruction to support ELA instruction.					
						Mathematics					
	X	X	X	X	X	District will support teachers, including special education teachers,					

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

FEDERAL AND STATE PROGRAMS CHECKLIST

&KHFN ¥ DOO DSSOLFDEOH SURJUDPV RSHUDWHG E\ WKH / additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, CaMSP	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvemen1Q0q.4 542.490569. 531.042.04 0W

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2010-11

Please complete the following table with information for your District.

Programs	2010-11 District Carryovers	2010-11 District Entitlements	2010-11 Direct Services to Students at School Sites ($)	2010-11 Direct Services to Students at School Sites (%)
Title I, Part A	$ 652,357	$ 4,435,859	$ 4,554,170	85%
Title II, Part B, CaMSP	-0-	$450,000	-382,500	85%
Title I, Part C, Migrant Education	-0-	-0-	-0-	-0-

Title I, Part D, Neg

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.

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

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:

x 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) of the ESEA.

- x 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.
- x 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.
- x A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- x 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.
- x A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- x 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.
- x A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- x Collaboration with adult literacy service providers.
- x 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.
- x 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 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:
    - o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

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 program 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 such 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:

- x will be used to make decisions about appropriate changes in programs for the subsequent year;
- x 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

- x 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 alcohol- and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

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

___Janice Cook, Ed. D._____
Print Name of Superintendent

_____
Signature of Superintendent

__June 21, 2011_____