

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 Educational Agency (LEA): Centinela Valley Union High School District

County/District Code: 19-64352

Dates of Plan Duration (should be five-year plan): 2009-2013

Date of Local Governing Board Approval: March 10, 2009

District Superintendent: Jose A. Fernandez

Address: 14901 S. Inglewood Avenue

City: Lawndale, CA

Zip code: 90260

Phone: (310) 263-3201

Fax: (310) 675-6571

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

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

Jose A. Fernandez

Printed or typed name of Superintendent

Date

Signature of Superintendent

Gloria A. Ramos

Printed or typed name of Board President

Date

Signature of Board President

The CVUHSD consists of 3 comprehensive high schools (Lawndale, Hawthorne, and Leuzinger), a continuation school (R.K. Lloyd), and the recently opened Centinela Valley Independent Study School. The district serves the communities of Hawthorne, Lennox, Lawndale, and unincorporated portions of Los Angeles County. It serves four feeder districts, Hawthorne Elementary, Lawndale Elementary, Lennox Elementary, and Wiseburn Elementary. It is bordered on the north by the City of Inglewood, on the west by the cities of El Segundo and Redondo Beach, on the South by the City of Torrance, and on the east by the City of Gardena and unincorporated portions Of Los Angeles County. It is part of a larger region known in Los Angeles as the South Bay. This area of Los Angeles was once referred to as the Aerospace Capital of the world. Through the late 1980s and early '90s, a number of the nation's largest aerospace corporations (TRW, North American/Rockwell, Northrop, and Hughes Aircraft among them) made the Centinela Valley their headquarters. None are currently headquartered in the region. As the industry "downsized" and consolidated during the 1980s and '90s, more than 200,000 high paying skilled aerospace jobs vanished in the region. The population is blue collar; however the communities directly to the south and west represent some of the most affluent in Los Angeles (Manhattan Beach, El Segundo, Redondo Beach), while the communities on the north and east represent some of the most impoverished in Southern California (South Central Los Angeles, Inglewood).

The current character of the communities served is one of transition. Many of the displaced aerospace workers accepted early retirement and remain in the area living on retirement income, and many others opted to move out of the area, either in retirement or in search of employment. A largely immigrant population has replaced many of the displaced aerospace workers: Hispanics represent 60% of the area's population, and an estimated 37% of the total population is foreign born; 25% are not citizens. This rapid growth in the Hispanic population has seen the Designated English Learners population in the district grow from 750 (11%) in 1999 to 2,128 (28%) by 2006. In the same period the total enrollment grew by only 820 (12%).

The communities served have a very mobile population. 72% of the housing is renter-occupied. The 2006 American Community Survey estimates indicate 24% of the households have lived in their home less than one year.

CVUHSD enrollment is 7006: 70.77% Hispanic, 18.33% African-American, 3.61% Asian, 3.45% White, 1.57% Pacific Islander, 2.27% Other. The District employs 325 Teachers. Teachers with full credentials number 279 (86%), there are 19 University Interns (6%), 4 District Interns, and 2 STSPs Credentials. Teachers with 2 years or less number 49 (15%). The Avg. Years Teaching are 9.3 with an avg. of 7.2 years with the District.

The district' Special Education enrollment is 786 (10%).

Hawthorne High and Leuzinger High remain in Program Improvement Year 5+. This year, the District entered Program Improvement Year 3, resulting in a Corrective Action by the State Board of Education. Like all district receiving a mandated Corrective Action, the district was directed to "institute and fully implement the State Board of Education-adopted standards aligned curriculum including appropriate professional development as documented in the district's LEA Plan." The district developed criteria by which to select a DAIT provider, and

after a process of interviews and reference checks, selected Los Angeles County Office of Education to provide technical assistance.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district (FY2008-2009)

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$ 278,158.00	\$ 2,177,849.00	\$ 993,036.00	40%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$ 116,101.00	\$ 367,279.00	\$ 417,601.00	86%
Title II, Part D, Enhancing Education Through Technology	\$ 8,520.00	\$ 20,843.00	\$ 28,386.00	97%
Title III, Limited English Proficient	\$ 99,643.00	\$ 181,070.00	\$ 275,099.00	98%
Title III, Immigrants	\$ 15,560.00		\$ 14,228.00	91%
Title IV, Part A, Safe and Drug-free Schools and Communities	\$ 2,995.00	\$ 32,898.00	\$ 35,171.00	98%
Title V, Part A, Innovative Programs – Parental Choice	\$ 11,177.00			0%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		\$ 984,443.00		0%
21 st Century Community Learning Centers				
Perkins		\$ 330,520.00	\$ 270,520.00	82%
TOTAL	\$ 532,154.00	\$ 4,094,902.00	\$2,034,041.00	44%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district (FY2008-2009)

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$ 213,268.00	\$ 681,587.00	\$ 761,230.00	85%
EIA – Limited English Proficient	\$ 173,087.00	\$ 553,172.00	\$ 618,134.00	85%
State Migrant Education				
School and Library Improvement Block Grant	\$ 10,485.00	\$ 5,914.00	\$ 15,323.00	93%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	\$ 17,239.00	\$ 61,659.00	\$ 72,898.00	92%
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)		\$ 298,027.00	\$ 175,035.00	59%
Tenth Grade Counseling	\$ 41,183.00	\$ 76,376.00	\$ 109,848.00	93%
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Art and Music BG	\$ 55,496.00	\$ 109,999.00	\$ 92,851.00	56%
Restricted Lottery	\$ 11,510.00	\$ 104,006.00	\$ 95,000.00	82%
CAHSEE Intervention	\$ 42,066.00	\$ 258,718.00	\$ 206,740.00	69%
Supplemental Counseling	\$ 170,019.00	\$ 445,117.00	\$ 704,827.00	115%
Pupil Retention BG	\$ 41,183.00	\$ 64,614.00	\$ 101,751.00	96%
IMFRP	\$ 184,249.00	\$	\$	60%

		440,586.00	376,623.00	
TOTAL	\$ 959,785.00	\$3,099,775.0 0	\$3,330,260. 00	82%

***DAIT Recommended Action**

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

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will:</p> <ul style="list-style-type: none"> • Continue to base the academic program on CA content standards and SBE aligned materials articulated to course*; • Appropriately identify students based on multiple assessments to place students for appropriate instruction including SE, EL, and underperforming; • Use Direct Interactive Instruction as the primary method of delivery for R/LA; • Continue to develop literacy across the curriculum. 	<p>Asst Superintendent, Educational Services Director, Curriculum and Instruction Principals Instructional Coaches Counselors</p> <p>July 2009-June 2014</p>	<p>Hourly rate for curriculum (600 hours) development & student placement</p>	<p>\$30,800</p>	<p>Title I Title II Title III EIA</p>

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: The district will:</p> <ul style="list-style-type: none"> • Provide and implement state board of education adopted standards aligned instructional materials including intervention for R/LA*; • Use McDougal-Littell for the core R/LA program in 9th-12th grades; • Use McDougal-Littell for intervention of strategic students with built-in extended learning time*; • Use Read 180 (Scholastic) for intervention for intense students; • Use Early Assessment Program modules in 9th-12th grades for an emphasis on expository reading and writing skills; • Continue to use High Point for the ELD curriculum until Spring, 2010, when the district will adopt new R/LA and EL materials*; • Continue to use McDougal-Littell and Read 180 for students with disabilities until Spring, 2010, when the district will adopt new R/LA core and intervention materials*; • Beginning in Fall, 2009, begin to pilot a minimum of two state-approved R/LA curricula with plans to purchase new materials in Summer, 2010; • Direct principals to develop a master schedule that provides 3 hours of R/LA intervention in a reduced class size for intensive students*; • Direct principals to develop a master schedule that provides 1 hour of intervention in addition to 1 hour of the core curriculum in a reduced class size for strategic students*; • Provide teachers with research-based reading and writing strategies and support for continuous integration of these strategies into courses across the curriculum*: 	<p>School Board Asst Superintendent, Educational Services Director, Curriculum and Instruction Principals Counselors Instructional Coaches Department Chairs Designated Teachers</p> <p>July 2009-June 2014</p>	<p>Textbook Adoption R/LA/ELD 2010</p> <p>Supplemental materials</p> <p>Hourly workshop rate for training (500 hours)</p> <p>Substitutes</p> <p>Class size reduction 185 sections at 23:1</p>	<p>\$750,000</p> <p>\$20,000</p> <p>\$15,000</p> <p>\$12,000</p> <p>\$1,770,000</p>	<p>IMFRP General Title I Title II Morgan-Hart</p>

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Reading</p> <ul style="list-style-type: none"> a) rereading b) annotating the text c) SQPRS d) think aloud e) PAPA square <p>Writing</p> <ul style="list-style-type: none"> a) prewriting - proposition/support outline b) drafting - example, evidence, explanation (say, mean, matter) c) revising - marking up the text d) editing - reading aloud 				
<p>3. Extended learning time: The district will:</p> <ul style="list-style-type: none"> • Give students extended learning opportunities: tutoring, homework, Saturday classes, student incentives and summer school; • Direct principals to develop a master schedule that provides 3 hours of R/LA intervention in a reduced class size for intensive students*; • Direct principals to develop a master schedule that provides 1 hour of intervention in addition to 1 hour of the core curriculum in a reduced class size for strategic students*. 	<p>Director, Curriculum and Instruction Principals Associate Principals Project Facilitators Designated Teachers</p> <p>July 2009-June 2014</p>	<p>Hourly rate (3,500 hours) X \$38 =</p>	<p>\$133,000</p>	<p>Title I CAHSEE Intervention Pupil Retention Summer School funding</p>

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: The district will:</p> <ul style="list-style-type: none"> • Provide support to the schools to maintain their computer labs; • Provide categorical funding to sites to establish and maintain Career Technical Education classes that prepare students for work in technology-related fields; • Provide professional development and ongoing support to teachers in the use of all data resources (Data Director, Power School, etc.) to make informed decisions about curriculum and instructions*; • Provide district, school and teacher use of Web Pages; • Utilize Survey Monkey for continuous assessment, reflection and goal-setting. 	<p>Director, Pupil Services Computer Services Principals Instructional Coaches Tech Trainers</p> <p>July 2009-June 2014</p>	<p>Computer upgrades & maintenance</p> <p>Data Director & Power School contracts</p> <p>Technology licenses and fees</p>	<p>\$100,000 per year</p> <p>\$60,000 per year</p> <p>\$100,000 per year</p>	<p>Title II Title II, Part D Carl Perkins General</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: The district will:</p> <ul style="list-style-type: none"> • Enroll every site and district administrator in AB 430 Module 1*; • Provide professional development and ongoing support to teachers in the use of all data resources (Data Director, Power School, etc.) to make informed decisions about curriculum and instructions*; • Provide time and resources for teachers to collaborate after benchmark assessment to set goals for next benchmark period*; • Define roles and responsibilities of instructional coaches based on students' instructional needs and tied to Reading/Language Arts; • Provide resources and ongoing inter-departmental workshops to support literacy across the curriculum. • Provide professional development and ongoing support for teachers in the practice of Direct Interactive Instruction. 	<p>Asst Superintendent, Educational Services Director, Pupil Services Director, Curriculum and Instruction Principals Instructional Coaches Tech Trainers Department Chairs</p> <p>July 2009-June 2014</p>	<p>Hourly rate for workshops (200 hours) X \$30</p> <p>Consultants</p>	<p>\$6,000</p> <p>\$10,000</p>	<p>Title I Title II Title II, Part D Carl Perkins</p>

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The district will:</p> <ul style="list-style-type: none"> Involve and train parents/community groups (DLAC, DAC, SSC, Title I, ELAC) to interpret and use R/LA student achievement data and to understand standards-aligned instructional materials*. 	<p>Asst Superintendent, Educational Services Director, Federal and State Programs Director, Curriculum and Instruction Principals ELD Coordinators Project Facilitators Tech Trainers</p> <p>July 2009-June 2014</p>	<p>Trainers for meetings Food</p>	<p>\$5,000 per year \$800 per year</p>	<p>Title I Title III EIA</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): The district will:</p> <ul style="list-style-type: none"> Facilitate articulation meetings with feeder districts for program alignment, 9th grade placement, and transition IEPs; Hold Back to School Nights; Provide parent training; Hold Family Nights. 	<p>Asst Superintendent, Educational Services Director, Federal and State Programs Director, Curriculum and Instruction Principals ELD Coordinators Project Facilitators Tech Trainers</p> <p>July 2009-June 2014</p>	<p>Trainers for Articulation, Parent meetings (training) and Family nights</p>	<p>\$5,000 per year</p>	<p>Title I Title III EIA</p>
<p>8. Monitoring program effectiveness: The district will:</p> <ul style="list-style-type: none"> Hold data discussions after each benchmark assessments: among department teachers, between principals and departments; between the superintendent and principals; and between the superintendent and the School Board*; Administer benchmark assessments based on essential standards every six weeks*; 	<p>School Board Superintendent Principals Associate Principals Instructional Coaches All other Certificated</p> <p>July 2009-June 2014</p>	<p>Hourly wages to develop common assessments Benchmark tests</p>	<p>\$10,000 \$10,000</p>	<p>Title I Title II</p>

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Develop and administer common assessment to intervene in a timely manner in R/LA including the use of curriculum-embedded, ancillary resources for formative and summative assessment*; Utilize Survey Monkey for continuous assessment, reflection and goal-setting. 				
<p>9. Targeting services and programs to lowest-performing student groups: The district will:</p> <ul style="list-style-type: none"> Provide interventions for intensive, strategic, and benchmark students*; Ensure correct placement of students, provide ongoing support for teachers, and monitor program effectiveness*; Ensure that the most effective teachers teach the intensive and strategic students*. 	School Board Superintendent Asst Supt, Educ Services Dir, Curriculum and Instruction Principals Counselors Instructional Coaches All other Certificated District Literacy Expert	Additional materials and resources for interventions 3 R/LA Instructional Coaches @ .8 FTE each	\$30,000 \$192,000	Title I Title II EIA BTSA General

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

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will:</p> <ul style="list-style-type: none"> • Continue to base the academic program on CA content standards and SBE aligned materials articulated to course; • Provide access to appropriate instruction for all students including (SE, EL, underperforming); • Use Direct Interactive Instruction as the primary method of delivery for Math; • Continue analyzing the connection between curriculum and any changes in standards and/or assessment of those standards; • Appropriately identify students based on multiple assessments to place students for appropriate instruction including SE, EL, and underperforming*. 	<p>Asst Superintendent, Educational Services Director, Curriculum and Instruction Principals Counselors Instructional Coaches Counselors</p> <p>July 2009-June 2014</p>	<p>Hourly rate for curriculum (600 hours) development & student placement</p>	<p>\$30,800</p>	<p>Title I Title II Title III EIA</p>
<p>2. Use of standards-aligned instructional materials and strategies: The district will:</p> <ul style="list-style-type: none"> • Provide and implement state board of education adopted standards aligned instructional materials including intervention for Math*. • Use McDougal-Littell for the core Math program for core math curriculum for the remainder of the 2008-2009 year; • Continue to divide Algebra 1 and Geometry into a mastery quad mode; • Use McDougal-Littell for intervention of strategic students with built-in extended learning time for the remainder of the 2008-2009 year; 	<p>School Board Asst Superintendent, Educational Services Director, Curriculum and Instruction Principals Counselors Instructional Coaches Department Chairs Designated Teachers</p> <p>July 2009-June 2014</p>	<p>Textbook Adoption Prentice Hall <i>California Algebra I</i> in 2009; higher levels and essentials in 2010-2012</p> <p>Supplemental materials</p> <p>Hourly workshop rate for training (500 hours)</p> <p>Class size reduction 10 sections at 20:1</p>	<p>\$750,000 \$500,000</p> <p>\$20,000</p> <p>\$15,000</p> <p>\$100,000</p>	<p>IMFRP General Title I Title II Morgan-Hart</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Adopt Prentice Hall <i>California Algebra I</i> for use beginning in Fall, 2009*; • Continue to adopt Prentice Hall math texts for use in higher-level math courses and for the essentials intervention course*; • Direct principals to develop a master schedule that provides 1 hour of intervention (algebra essentials) in addition to 1 hour of the core curriculum in a reduced class size for intensive students*. 				
<p>3. Extended learning time: The district will:</p> <ul style="list-style-type: none"> • Give students extended learning opportunities: tutoring, homework, Saturday classes, and summer school. 	Director, Curriculum and Instruction Principals Associate Principals Project Facilitators Designated Teachers	Hourly rate (3,500 hours) X \$38 =	\$133,000	Title I CAHSEE Intervention Pupil Retention
<p>4. Increased access to technology: The district will:</p> <ul style="list-style-type: none"> • Provide support to the schools to maintain their computer labs; • Provide categorical funding to sites to establish and maintain Career Technical Education classes that prepare students for work in technology-related fields; • Provide professional development and ongoing support to teachers in the use of all data resources (Data Director, Power School, etc.) to make informed decisions about curriculum and instructions*; • Provide district, school and teacher use of Web Pages; • Utilize Survey Monkey for continuous assessment, reflection and goal-setting. 	Director, Pupil Services Computer Services Principals Instructional Coaches Tech Trainers July 2009-June 2014	Computer upgrades & maintenance Data Director & Power School contracts Technology licenses and fees	\$100,000 per year \$60,000 per year \$100,000 per year	Title II Title II, Part D Carl Perkins General

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Enroll every site and district administrator in AB 430 Module 1*. • Practice data-driven decision making when developing or revising curriculum for intensive and strategic students*. • Provide ongoing training for teachers on how to use all sources of data, (Data Director, Power School, etc.) to make informed decisions about curriculum and instruction*; • Provide time and resources for teachers to collaborate after benchmark assessment to set goals for next benchmark period*; • Define roles and responsibilities of instructional coaches based on students' instructional needs and tied to Reading/Language Arts; • Provide resources and ongoing inter-departmental workshops to support literacy across the curriculum*. • Provide professional development and ongoing support for teachers in the practice of Direct Interactive Instruction. 	<p>Asst Superintendent, Educational Services Director, Pupil Services Director, Curriculum and Instruction Principals Instructional Coaches Tech Trainers Department Chairs</p> <p>July 2009-June 2014</p>	<p>Hourly rate for workshops (200 hours) X \$30</p> <p>Consultants</p>	<p>\$6,000</p> <p>\$10,000</p>	<p>Title I Title II Title II, Part D Carl Perkins</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The district will:</p> <ul style="list-style-type: none"> • Involve and train parents/community in decisions making process including Math student achievement data. (DLAC, DAC, SSC, Title I, R/LAC)*; • Involve and train parents/community about the entire math program, i.e. extended learning, etc.* 	<p>Asst Superintendent, Educational Services Director, Federal and State Programs Director, Curriculum and Instruction Principals ELD Coordinators Project Facilitators Tech Trainers</p> <p>July 2009-June 2014</p>	<p>Trainers for meetings</p> <p>Food</p>	<p>\$5,000 per year</p> <p>\$800 per year</p>	<p>Title I Title III EIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): The district will:</p> <ul style="list-style-type: none"> Facilitate articulation meetings with feeder districts for math program alignment, 9th grade placement, and transition IEPs; Hold Back to School Nights; Provide parent training; Hold Family Nights. 	<p>Asst Superintendent, Educational Services Director, Federal and State Programs Director, Curriculum and Instruction Principals ELD Coordinators Project Facilitators Tech Trainers</p> <p>July 2009-June 2014</p>	<p>Trainers for articulation, parent meetings (training) and Family Nights</p>	<p>\$5,000 per year</p>	<p>Title I Title III EIA</p>
<p>8. Monitoring program effectiveness: The district will:</p> <ul style="list-style-type: none"> Hold data discussions after each benchmark assessments: among department teachers, between principals and departments; between the superintendent and principals; and between the superintendent and the School Board*; Administer benchmark assessments based on standards every six weeks*; Develop and administer common assessment to intervene in a timely manner in math including the use of curriculum-embedded, ancillary resources for formative and summative assessment*; Utilize Survey Monkey for continuous assessment, reflection and goal-setting; Use curriculum-embedded, ancillary resources for formative and summative assessments; Utilize PowerSchool beginning in Fall, 09, to analyze data to evaluate the effectiveness of the algebra quad model. 	<p>School Board Superintendent Principals Associate Principals Instructional Coaches All other Certificated</p> <p>July 2009-June 2014</p>	<p>Hourly wages to develop common assessments</p> <p>Benchmark tests</p>	<p>\$10,000</p> <p>\$10,000</p>	<p>Title I Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	RR/LAated Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Provide interventions for intensive, strategic, benchmark Students*; • Provide workshops to support the teachers who instruct the essential, SDC, and RSP courses*; • Continue to implement CAHSEE intervention to those students who have demonstrated areas of need through the district's CAHSEE diagnostic assessment; • Utilize Power School to identify students who consistently do not show mastery of standards within a given algebra quad and develop an individualized learning plan for each of them; • Ensure that the most effective teachers teach the intensive and strategic students*. 	<p>School Board Superintendent Asst Superintendent, Educational Services Director, Curriculum and Instruction Principals Counselors Instructional Coaches All other Certificated District Literacy Expert</p>	<p>Additional materials and resources for interventions</p> <p>3 Math Instructional Coaches @ .8 FTE each</p>	<p>\$30,000</p> <p>\$192,000</p>	<p>Title I Title II EIA BTSA General</p>

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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. Briefly describe an analysis of data based on California English Language Development Test (CELDT), California Standards Tests (CST), California High School Exit Examination (CAHSEE), California Alternate Performance Assessment (CAPA), or other data as appropriate for the most recent two-year period. The English Learner Subgroup Self Assessment (ELSSA) Section A, contains information that will assist the LEA to analyze data.

The Centinela Valley Union High School District’s English Learner programs are staffed with coordinators and teachers who strive to simultaneously provide both the best cultural transition and most beneficial English language development experiences to all students with Limited English Proficiency who attend the district’s schools. Our passion for student success, contrasted with our school’s inability to meet all of the AMAO benchmarks, fueled our desire to not just evaluate the data, but to truly see what the data is telling us about where we can improve our programs and increase the chances for our student’s success.

The following is a description of the pieces of data that are having the greatest impact on our students’ ability to meet the AMAO benchmarks:

- Between the 2005-2006 and 2006-2007 school years, there was a significant drop in student progress from one CELDT level to another (by about 26%).
- A majority (39%) of the district’s Early Advanced/Advanced students have been in US schools for 6 or more years.
- Only 26.5% of our students in the Early Advanced/Advanced level are meeting their annual growth target. When this figure is compared to the state average of 74.2%, it becomes apparent that our students need a significant amount of support with their academic language and need more content area support.
- The district’s number of intermediate level students meeting AMAO1 is 35%, while not much lower than the state’s average of 40.4%, is still a significant area of concern because of the historically demonstrated difficulty of students moving beyond this proficiency level.
- 81% of the 1,155* English Learners in our district have been enrolled *in US schools* for 6 or more years.
- 84% of the 1,155* English Learners in our district have been enrolled *in our district* for 3 or less years (our district is a Union High School District).

** The number of EL students reflected in this data piece differs slightly from the 1,476 English Learners in our Student Information Systems because of data sharing issues between the district SIS and the data warehousing program used to extract this information.*

CST scores for the Early Advanced/Advanced English Learners showed:

Early Advanced/Advanced English Learners scoring Below Basic or Far Below Basic on the 2008 CST		
Grade	English/Language Arts (%)	Mathematics (%)
9	35	71
10	44	76
11	67	74

CST scores for the Intermediate English Learners showed:

Intermediate English Learners scoring Below Basic or Far Below Basic on the 2008 CST		
Grade	English/Language Arts (%)	Mathematics (%)
9	71	85
10	79	86
11	84	87

CST scores for the Redesignated English Learners showed:

Redesignated English Learners scoring Below Basic or Far Below Basic on the 2008 CST		
Grade	English/Language Arts (%)	Mathematics (%)
9	14	42
10	26	65
11	31	65

- The data uncovered a discrepancy between the number of proficient English Learners who tested on the Math CSTs versus those that tested on the English CSTs, indicating a need for us to evaluate those students' schedules and to ensure that they are appropriately enrolled in math courses.
- Data clearly shows a need to focus our resources on our Intermediate and Early Advanced/Advanced Proficient students.
- Data analysis shows that certain students demonstrate a severe drop in CELDT proficiency level, sometimes decreasing from Advanced to Intermediate and Early Advanced/Proficient to Beginning, possibly due to student frustration and/or buy-in with repeated administrations of the exam.

B. Based on the analysis of data, identify and describe the factors contributing to the LEA's failure to meet AMAOs.

- The large decrease in percent of students making annual progress and attaining proficiency on the CELDT between the 2005-2006 and 2006-2007 school years can, to some degree, be attributed to the change in the CELDT exam and scoring criteria that was introduced in July of 2006.
- The majority of our English Learners have been enrolled in US schools 6 years or more.
- Lack of an evaluation process for the specific program(s) that support LEP students who have been in US schools for 6 or more years and are enrolled in general education classes with their non-LEP peers.
- A lack of evaluation in regards to the use of and instruction in Cognitive Academic Language Proficiency Skill (CALPS) words across the curriculum of the Intermediate LEP students.

C. Include a discussion of the strengths and weaknesses of your current plan addressing:

Instructional Program Implementation—To what degree was the instructional program implemented?

Strengths

- Spent over a year researching and selecting a new curriculum, *Edge* by National Geographic, and are in the process of piloting the curriculum and collecting data to analyze its effectiveness.

- The “new-comer” ELD program is well developed and structured to meet the specific needs of the beginning English Learner.
- Teachers are dedicated and highly trained with an over-arching acceptance of the need to use SDAIE techniques and strategies.
- ELD students benefit by inclusion in an informal “Small Learning Community,” where there is a coordinator who monitors the student progress and teachers who know every student by name.

Weaknesses

- There is high teacher turn-over in the mainstream classes.
- There is a need for more specific and focused training for LEP teachers on how best to meet the needs of the LEP students.
- There is a need for all teachers to recognize students’ CELDT scores and how to differentiate instruction accordingly.
- A district-wide accountability component is essential to ensure the appropriate implementation of English Learner strategies
- There is a need to build awareness of the value and importance of the CELDT by all stakeholders (students, parents, teachers, and administrators).

Instructional Strategies–To what extent do the currently selected instructional strategies meet the specific language and academic needs of all ELs in the LEA?

Strengths

- Teachers utilize various SDAIE techniques and vocabulary development strategies that focus on building academic language.

Weaknesses

- Research-based strategies are not used uniformly throughout the district.

Professional Development–To what degree was professional development effective in making a change in teacher behavior and student learning?

Strengths

- On-going staff development is focused on strategies for English Learners.
- ELD Coordinators have worked to build the awareness of the district’s teachers regarding the identification of English Learners and the need to differentiate instruction for them.

Weaknesses

- High teacher turn-over necessitates re-teaching of basic concepts to new staff, preventing training in more advanced concepts.

Parent Participation–To what degree did the activities promote greater participation by EL parents?

Strengths

- Schools in our district hold regular R/LAC and General ELL Program Parent meetings.
 - Leuzinger holds monthly R/LAC meetings and seven general parents meetings per school year.
 - Hawthorne holds monthly R/LAC meetings and three general parent meetings per year.
 - Lawndale holds four R/LAC meetings and one general parent meeting per year.
- R/LAC members from the sites are active members that advise at the district level through regular DR/LAC meetings and at the sites by assisting the preparation of the general parent meetings and advising site administration when needed.

- Parents who attend the meetings become more aware of the educational demands placed on students in the United States which promotes greater participation of EL parents. These meetings are held “cooperatively” requiring the parents to interact actively with the information. Themes include:
 - The ELD program and staff
 - CAHSEE preparation and responsibilities
 - Graduation requirements/reading report cards, credits and GPA
 - University/College requirements and guest speakers from former EL students who are currently attending the university (Espiritu de Nuestro Futuro at CSUDH and ALAS at UCLA)
 - The importance of attendance for success in school
 - Immigration rights
 - Teenager and parent interactions
 - State mandates and interventions such as WASC, CPM, AMAOs, etc.
 - A community of EL parents is formed through these regular meetings allowing parents to know which staff they can call for assistance. Parent certificates are given at the end of the year to parents who have attended the meetings regularly. Leuzinger’s data on these certificates show a core group of parents that attend almost every meeting. There are 50 to 100 parents who attend each meeting with over 400 people attending the annual holiday celebration.
 - The visibility of the ELL Program Coordinators at these meetings promotes regular parent contact through calls and personal meetings.
 - Most general parent meetings include a presentation by a group of EL students. This encourages parent attendance.
 - A regular group of volunteer students help plan, prepare and run parts of the general meetings.

Weaknesses

- Few parents of EL students outside the ELD program attend the general parent meetings. The majority of the parents who attend the general parent meetings are ELD parents. This is due to the “small learning community” environment promoted by the ELL program and the ELD staff.
- Regular attendance among the EL population is still a large concern. More time at meetings should be devoted to educating parents as to its importance and enlisting their rigorous vigilance of their children’s attendance.
- Standardization of agenda topics and workshops/trainings offered to parents across the district

Summarize any conclusions reached upon review of the data that will inform program modifications.

- Majority of our ELs have been enrolled in US schools 6 years or more. This indicates a need to determine:
 - The percent of LEP students enrolled in intervention strategies;
 - The type of intervention in which they are enrolled;
 - And how effective the individual intervention strategies are for LEP students.
- Need to evaluate the data regarding the effectiveness of the *Edge* curriculum.
- Need to provide more targeted SDAIE training for teachers, building upon their prior training and strategies for their specific content area(s).

A review of the data revealed the following:

Including CAHSEE scores, CST scores, CELDT scores, and the ELSSA survey results, the factors identified as having the most impact on our ability to meet the AMAOs are: 1) a significant drop in student progress from one CELDT level to another between the 2005-2006 and 2006-2007 school years (by about 26%); 2) a majority of the district’s Early Advanced and Advanced students are those that have been in US schools for 6 or more years; 3) 26.5% of the district’s Early Advanced/Advanced students met AMAO 1, while the state average is at 74.2%, demonstrating that

those students are having trouble with their academic language and need more content area support. We need to have a specific directed program that supports the LEP students who have been in US schools for 6 or more years and are enrolled in general education classes with their non-LEP peers; and 4) the number of the district's intermediate level students meeting AMAO1 was 35%, while not much lower than the state's average of 40.4%, is still a significant area of concern because of the difficulty demonstrated nationwide of students moving beyond this proficiency level.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<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)</p> <p>The district recognizes the need for approaching the instruction of the English Learner differently from the English Only student. The district has separated the research into three domains by which we hope to approach improving English-language Development:</p> <p>Domain 1: The Teacher <u>Second Language Acquisition Theory 1: Comprehensible Input</u> "The input hypothesis claims that we move from I [the last language rule we acquired] to I + 1 [the next rule] by understanding input containing I + 1. We are able to do this with the help of our previously acquired linguistic competence, as well as our extra-linguistic knowledge, which includes our knowledge of the world. In other words, we use context." (Krashen, 2003)</p> <p><i>Implications for teaching</i></p> <ul style="list-style-type: none"> • Structure your speech patterns to give students audio cues to content, and give visual cues as well <ul style="list-style-type: none"> ○ Speed ○ Clarity of pronunciation ○ Intonation ○ Emphasize key academic words ○ Use gestures along with speech to provide additional comprehensible input <p><u>Second Language Acquisition Theory 2: High-quality exchanges between teachers and students promotes effective language learning</u> "Aggregating across the corpus of research, programs that were relatively effective...[used] cooperative learning and high-quality exchanges between teachers and pupils." (Genesee et al., 2005)</p>	<p>ELD Coordinators Instructional Coaches Site Administration District Administration</p>	<p>Ongoing staff development focused on these strategies</p> <p>Ongoing EL Binder Workshops</p> <p>Spring 2009: Focus collaboration and staff development on Domain 1: The Teacher</p> <p>Fall 2009: Focus collaboration and staff development on Domain 2: Class Structure</p> <p>Spring 2010: Focus collaboration and staff development on Domain 3: Instructional Approach</p>	<p>Title 3 EIA (LEP) Title 2</p>

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p><i>Implications for teaching</i></p> <ul style="list-style-type: none"> • Maximize your interaction with students <ul style="list-style-type: none"> ○ Use a variety of forms of interaction with students (whole-group, small group, individual, etc.) ○ Affirm their linguistic efforts ○ Structure your speech, but keep it “linguistically-rich” (don’t “dumb-down” the words you use) • Let students know that you are there to help them <ul style="list-style-type: none"> ○ Project a sense that you understand they are “going through a process” and that it’s okay to ask for help ○ Provide a procedure and a structure through which students may come to you for help as necessary (students should not be afraid to ask, nor should they constantly interrupt your teaching in class) <p>Domain 2: Class Structure</p> <p><u>Second Language Acquisition Theory 1: The Affective Filter Hypothesis</u> <i>“If the acquirer (EL) is anxious, has low self-esteem, does not consider himself or herself to be a potential member of the group that speaks the language...he or she may understand the input, but it will not reach the language acquisition device [the part of the brain responsible for language acquisition]. A block, the affective filter, will keep it out.” (Krashen, 2003)</i></p> <p><i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Establish and maintain a SAFE environment for ELs to acquire academic language – Have a system in place through which students know that teasing, taunting, or ridicule of EL efforts will not be tolerated <p><u>Second Language Acquisition Theory 2: Comprehensible Input</u> <i>“We acquire language in only one way: when we understand messages; that is when we obtain ‘comprehensible input.’ We acquire language, in other words, when we understand what we hear or what we read, when we understand the message.” (Krashen, 2003)</i></p> <p><i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Establish and maintain a FOCUSED environment so that ELs can focus on the academic language they are being presented with in the class without distractions <ul style="list-style-type: none"> ○ Have a system in place through which students know when they must focus and are held accountable to that fact <p><u>Second Language Acquisition Theory 3: Language is learned through negotiating</u></p>		<p>Benchmarks for each of these domains will be in the form of classroom observations done by the ELD Coordinators, Instructional Coaches, and site and district administration</p> <p>The goal is that the observations will show that at least 50% of the instructional time will be spent utilizing the target strategies within the domain of focus</p>	

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>meaning</p> <p><i>“Some researchers (Swain, Long and Porter, and others) point out that language is also learned through communicating with others and negotiating meaning to accomplish real life purposes. Negotiating meaning takes place when a speaker tries to communicate his thoughts and a listener tries to understand them. Both persons restate, question, explain, and clarify in order to come to a common understanding. This process helps students learn language as well as content.”</i> <i>(“From Theory to Practice”)</i></p> <p><i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Establish and maintain a cooperative environment to increase the amount of meaning negotiation and comprehensible input, lower the affective filter, and address diverse learning styles <ul style="list-style-type: none"> ○ Have a system in place through which students must work together to accomplish the goals of the class ○ Empower students to take “ownership” of and responsibility for the class and each other’s welfare (academic and otherwise) <p>Domain 3: Instructional Approach <u>Second Language Acquisition Theory 1:</u> Appropriate direct literacy/academic instruction in an interactive learning environment can help English learners acquire language and content well. <i>“Classrooms that combine interactive with direct instruction have much to recommend because they provide instruction in specific reading and writing skills within carefully designed interactive contexts... Presenting direct instruction in interactive learning environments ensures that it is meaningful, contextualized, and individualized”</i> (Genesee et al., 2005)</p> <p><i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Identify and directly teach key <u>content concepts, grammatical structures, and academic vocabulary</u> for your unit/lesson, and then throughout the unit continue to spiral how to use/reproduce them in the student’s own work • Organize the key concepts of your lesson in a logical progression students can conceptually follow with ease • Use rich visuals, manipulative, gestures, and a variety of media to assure student understanding of key academic concepts • Vary your presentation style so students of all learning styles can access the key points of the lesson 			

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<ul style="list-style-type: none"> • Directly teach students how to access the salient features (glossary, bold/italic type, captions, etc.) of different genres of text (i.e., textbooks, newspapers, magazines, etc.) • Model <u>step by step</u> any required academic tasks, with an abundance of <u>specific examples</u> of the desired end product. <p><u>Second Language Acquisition Theory 2</u>: Planned class interactions make a difference in ensuring core access on both the content and academic language level <i>“Carefully planned interactions in the classroom are also both the medium for delivering appropriate instruction about literacy and academic material and the message itself, insofar as the very language that is used during interactive instruction embodies many key features of language for literacy and broader academic purposes.” (Genesee et al., 2005)</i> <i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Constantly and regularly spiral key academic vocabulary into your lessons, and re-visit past academic vocabulary by making it part of your everyday language of interaction <ul style="list-style-type: none"> ○ Teach the vocabulary both separately and together with the content material • Use different modes of reading in class <p><u>Second Language Acquisition Theory 3</u>: <i>“Aggregating across the corpus of research, programs that were relatively effective...used a curriculum that was meaningful and academically challenging...and incorporated higher order thinking.” (Genesee et al., 2005)</i> <i>Implications for Teaching</i></p> <ul style="list-style-type: none"> • Incorporate Higher Order Thinking in Your Curriculum <ul style="list-style-type: none"> ○ Always clarify the purpose/learning goals of tasks assigned to students ○ Use questioning strategies (on all levels) ○ Encourage metacognition about key academic vocabulary words ○ Engage in class discussions regarding content, using key academic vocabulary ○ Use pre-activities to activate student prior knowledge of your topic 			
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;ELSSA Section B)	ELD Coordinators	These strategies will be included in	Title 3 EIA (LEP)

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>While the English Learners in the district met AMAO 3 in 2007-2008, it was met with the provision of <i>Safe Harbor</i>. The proficiency rate for the ELs was 29.6% and the NCLB proficiency target was 33.4%. Given this information, the district recognizes the need to focus instructional strategies on significantly improving the CAHSEE R/LA proficiency rate of English Learners (in 2008-2009 the state proficiency target will be 44.5%).</p> <p>In addition, in 2007-2008 the district did not meet AMAO 1 and 2, further indicating a need for the district to identify and support strategies that will promote reading and language arts proficiency in all of our English Learners, specifically focusing on our long term ELs.</p> <p>There are several strategies that the district will use in addressing this need:</p> <ul style="list-style-type: none"> a) Cooperative Learning and heterogeneous groupings (Kagan and Kinsella) b) Multisensory techniques (SIOP) c) Emphasizing explicit vocabulary instruction (Kinsella) d) Emphasizing academic vocabulary and language usage (Beck) e) Developing oral language skills to build the foundation for literacy and academic language (Krashen, 1985) f) Lowering the affective filter by promoting community-building within the classroom; providing a nonthreatening and affirming environment (Krashen, 1985) g) Familiarizing our students with the format of standardized tests (NCLB) h) Teaching students to look and listen for recognizable patterns made understandable by the context (Helman, 2004) 	<p>Instructional Coaches</p> <p>Site Administration</p> <p>District Administration</p>	<p>the domain focus and the monitoring of the use of these strategies will be a component of the above system.</p>	<p>Title 2</p>
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA Section C)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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>The Centinela Valley Union High School District's English Learner program coordinators are continuing to develop and refine a highly effective LEP course</p>	<p>ELD Coordinators</p> <p>Instructional Coaches</p> <p>Site Administration</p> <p>District Administration</p>	<p>Ongoing staff development and collaboration focused on the needs of EL students</p>	<p>Title 3 EIA (LEP) Title 2</p>

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>curriculum. This process has involved many hours of collaboration, data review, and research into appropriate instructional strategies.</p> <p>All of the district office's Educational Services administrators, along with all of the site administrators, and the instructional coaches are participating in a "Leadership Academy" which provides an entire day of collaboration once a month on focusing the district's instructional leaders on improving the rate of success of our students. One of the main topics of these trainings is how to effectively address the needs of the Limited English Proficient students. Strategies include:</p> <ul style="list-style-type: none"> • Teachers writing each student's CELDT level on the seating charts and referencing that information frequently as they assess their student's abilities • Teacher develops leveled questions for each CELDT proficiency level • Teacher asks differentiated questions based on students' CELDT level • Teacher monitors students' responses to questions • Teacher provides sentence frames as scaffolds • Teacher helps students increase language productivity by asking challenging questions <p>In addition to the above, the Director of Curriculum and Instruction works closely with the Professional Development Committee, Instructional Coaches, and site administration to provide the following:</p> <ul style="list-style-type: none"> • English Learner Development workshops. The teachers in the district are highly encouraged to attend these workshops. The binder workshop reviews the characteristics of English Learner students and provides a number of specific SDAIE strategies for teaching ELs. • New teachers are mandated to complete the English Learner BTSA component • Professional Development days and workshops focus on: <ul style="list-style-type: none"> ○ Reading/Writing across the curriculum ○ Vocabulary teaching strategies for teachers – Kate Kinsella methods. ○ Reading and utilizing the CELDT scores in the classroom. What are the characteristics of students at each level and recognizing when a student is achieving at a different level and how to push their academic experiences to encourage growth and proficiency in the English language ○ Familiarizing teachers with the reclassification process and the various data pieces that contribute to reclassification (CST, SOLOM, CELDT, 		<p>Ongoing EL Binder Workshops</p> <p>Professional Development efforts will mirror the collaboration efforts identified in Section #2</p> <p>In addition to the above, the district is planning on offering both SB472 and ELPD workshops.</p> <p>The district will also look into providing opportunities for staff to collaborate regarding enhancing the SB472 trainings with specific English Learner strategies.</p>	

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
<ul style="list-style-type: none"> parent consent) <ul style="list-style-type: none"> o Instructing teachers on how to interpret student data in order to differentiate instruction • Creating opportunities for teachers to collaborate, throughout the school year, on English Learner needs and the appropriate use of EL strategies • Researching the English Learner Professional Development model (ELPD) 			
<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 NCLB programs. (ELSSA Section E)</p> <p><u>Epstein's six types of involvement (+ type XO):</u></p> <ul style="list-style-type: none"> • Type 1: Parenting Classes and presentations are offered that assist parents with various topics, such as: academic success, drugs, gangs, school violence, school security, how to read a report card, how to read standardized test score reports, school schedule, school policies, • Type 2: Communicating frequently mail invitations for attendance to advisory committees meetings and events Connect-Ed Phone Caller is used in the parent's language to communicate important school information and meeting announcements Electronic Marquee Parent notification letters are sent home at the beginning of each semester to communicate: 1) student's CELDT scores; 2) English proficiency levels; 3) English class placement; and 4) parental rights • Type 3: Volunteering Parents are encouraged to help on campus by: monitoring lunch time activities, assist with clerical work in the school's parent center or office, participate on R/LAC and DR/LAC committees • Type 4: Learning at Home Send letters home with suggestions on how they can help their students with homework • Type 5: Decision Making R/LAC and DR/LAC • Type 6: Collaborating with the Community 	<p>Community Liaison(s) ELD Coordinators Instructional Coaches Site Administration District Administration</p>	<p>Ongoing professional development will include strategies for teachers to interact with parents</p> <p>Ongoing parent workshops and trainings at each of the sites.</p> <p>Standardization of agenda topics and workshops/ trainings offered to parents across the district</p>	<p>Title 3 EIA (LEP) Title 2</p>

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline with Benchmarks	Funding Source
Providing on-campus access to technology for parents without access at home Technology workshops to train parents in the use of “Ed-Line” to access their student’s grades and communicate with teachers through e-mail <ul style="list-style-type: none"> • Type XO: Relationship Building Activities Create school – family – community partnerships			

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

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district will:</p> <ul style="list-style-type: none"> Continue to implement its long-term professional development plan that began with a focus on the content standards, continues with a focus on formative assessments, and will lead into a focus of re-teaching and intervention based on frequent assessments*; Continue to provide SB 472 training for all R/LA teachers; to date, all R/LA teachers have completed 40 hours of SB 472 and are in the process of documenting their 80 hours of practicum*; Provide SB 472 training for all math teachers in the newly-adopted Prentice Hall materials beginning in Fall, 2009*; Provide SB 472 ELPD for all English, Math, and ELD teachers beginning in Fall, 2009*; Enroll every site and district administrator in AB 430 Module 1*. 	<p>Consultants Instructional Coaches Mentors and Support Providers Teachers</p> <p>July 2009-June 2014</p>	<p>SB 472 AB 430 Consultants’ fees</p> <p>Hourly wages for presentation preparation and participation</p>	<p>N/A</p> <p>\$40,000</p> <p>\$10,000</p>	<p>LACOE Scholarship</p> <p>Title 2</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The district will:</p> <ul style="list-style-type: none"> Ensure that the providers of SB 472 and AB 430 are state-approved; Base decisions regarding professional development activities on studies of effective practices conducted by researchers such as 	<p>Educational Services Staff Professional Development Committee</p> <p>July 2009-June 2014</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>those of Robert Marzano, Mike Schmoker, Douglas Reeves, Katie Haycock, and Linda Darling Hammond*;</p> <ul style="list-style-type: none"> Base decisions regarding professional development on the scientifically-proven finding that “the single most important determinant of student achievement is the teachers’ qualifications and teachers’ expertise” (Darling Hammond, 2000).* 				
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The district will:</p> <ul style="list-style-type: none"> Design professional activities based on the understanding that effective teachers appear to be effective with students of all achievement levels (Wright, 1997)*; Design activities that will train teachers in the skillful use of classroom data for the purpose of identifying strengths and weaknesses in student learning, monitoring student progress toward specified goals, making adjustments in instruction, measuring the degree to which students meet standards, and distinguishing effective from ineffective instructional practice.* 	<p>Educational Services Staff Consultants Instructional Coaches Mentors Professional Development Committee</p> <p>July 2009-June 2010</p>	<p>Hourly wages for planning activities</p>	<p>\$7600</p>	<p>Title 2</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district Educational Services staff will:</p> <ul style="list-style-type: none"> Meet regularly to make decisions regarding professional development and discuss appropriate funding sources as well as possible providers*; Meet regularly with the principals to monitor the sites’ staff 	<p>Educational Services Staff</p> <p>July 2009-June 2010</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
development plans and use of funding as described in the Single School Plan for Student Achievement.*				
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Schedule 3 pupil-free days annually; • Conduct an annual needs assessment to determine the staff development needs of teachers and principals and design activities based on their responses*; • Schedule SB 472 training 2-3 times each year*; • Develop a peer coaching program • Utilize instructional coaches, staff mentors, and support providers to implement the curriculum and instructional strategies gained through professional development.* 	<p>Calendar Committee</p> <p>Director of Curriculum and Instruction</p> <p>Instructional Coaches</p> <p>Mentors</p> <p>Support Providers</p> <p>Teachers</p>	<p>Hourly wages for committee meetings</p>	<p>\$7200</p>	<p>General Fund Title 2 BTSA EIA</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Continue to use Title 2 Part D funding and supplement it with Title 2 Part A to provide technology trainers at each school site; these trainers provide technical assistance and training for teachers in the use of Data Director, Power School, Connect Ed, and the use of technology to improve teaching and learning; • Continue to use Title 2 Part D funding and supplement it with Title 2 Part A to provide additional training to teachers to integrate technology into instruction, i.e. electronic response clickers, digital 	<p>Human Resources Staff</p> <p>Business Services Staff</p> <p>Educational Services Staff</p> <p>Technology Trainers</p> <p>Instructional Coaches</p> <p>Mentors</p>	<p>Technology equipment</p> <p>Hourly wages for planning and participating in training</p> <p>Stipends for trainings</p>	<p>\$10,000</p> <p>\$7200</p> <p>\$5,000</p>	<p>Title 2 Part A Title 2 Part D Title 1 EIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
white boards, powerpoint presentations, teacher web pages, wikispace, and moodle, and video streaming.	July 2009-June 2010			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will:</p> <ul style="list-style-type: none"> • Provide support to the schools to maintain their computer labs; • Provide categorical funding to sites to establish and maintain Career Technical Education classes that prepare students for work in technology-related fields; • Train school library media personnel in the use of Destiny online textbook and library book management; • Continue to use Title 2 Part D funding and supplement it with Title 2 Part A to provide technology trainers at each school site; these trainers provide technical assistance and training for teachers in the use of Data Director, Power School, Connect Ed, and the use of technology to improve teaching and learning*; • Continue to use Title 2 Part D funding and supplement it with Title 2 Part A to provide additional training to teachers to integrate technology into instruction, i.e. electronic response clickers, digital white boards, powerpoint presentations, teacher web pages, wikispace, and moodle, and video streaming. 	<p>Director, Pupil Services</p> <p>Computer Services</p> <p>Principals</p> <p>Instructional Coaches</p> <p>Tech Trainers</p> <p>Library Media Clerks</p> <p>July 2009-June 2014</p>	<p>Computer upgrades & maintenance</p> <p>Data Director & Power School contracts</p> <p>Technology licenses and fees</p> <p>Hourly wages for planning and participating in training</p> <p>Stipends for trainings</p>	<p>\$100,000 per year</p> <p>\$60,000 per year</p> <p>\$100,000 per year</p> <p>\$5,000</p> <p>\$5,000</p>	<p>Title II</p> <p>Title II, Part D</p> <p>Carl Perkins</p> <p>General Library/Instructional Materials/Technology</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The Educational Services staff will:</p> <ul style="list-style-type: none"> • Continue to meet quarterly with the Professional Development Steering Committee, which is comprised of teachers, principals, and 	<p>Assistant Supt of Educational Services</p> <p>Director of Curriculum and Instruction</p> <p>Director of Federal and State Programs</p>	<p>Hourly wages for monthly meetings</p> <p>Food for parent meetings</p>	<p>\$7600</p> <p>\$800</p>	<p>Title 1</p> <p>Title 2</p> <p>Title 3</p> <p>EIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>district administrators, to plan activities in alignment with the goals of the LEA plan*;</p> <ul style="list-style-type: none"> Meet monthly with the Instructional Coaches, who bring input from the schools' staffs, to evaluate professional development needs and plan activities accordingly and in alignment with the goals of the LEA plan*; Meet monthly with DELAC to review student achievement data and discuss professional development needs*; Provide training to School Site Councils, ELACs, and Title I Parents to understand and use data in order that they will be able to determine professional development needs*; Visit Site Council, ELAC, and Title I Parent meetings throughout the year to provide guidance in evaluating their Single Plan for Student Achievement and planning professional development in alignment with their plan.* 	<p>Project Facilitators Site Administrators Parents Instructional Coaches</p> <p>July 2009-June 2014</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. <p>The district will:</p> <ul style="list-style-type: none"> Provide staff development opportunities to new and veteran teachers through a strategically designed schedule that includes topics such as differentiated instruction, academic vocabulary, CELDT level questioning, motivation, student discipline, and classroom management; workshops are led by consultants from the 	<p>Educational Services Staff Consultants Instructional Coaches Mentors Support Providers ELD Coordinators Professional Development Committee Site Administrators Project Facilitators Teachers Parents</p> <p>July 2009-June2014</p>	<p>Hourly wages for planning activities</p> <p>Consultants' Fees</p> <p>Food for parent meetings</p>	<p>\$7600</p> <p>\$10,000</p> <p>\$800</p>	<p>Title 1 Title 2 Title 3 EIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>local universities, the County Office of Education, and district experts; all new teachers are required to attend these trainings, while veteran teachers are either self-referred or referred by their administrator to attend*;</p> <ul style="list-style-type: none"> • At District Advisory Committee meetings and DELAC meetings, teach parents how to assist their children to succeed in class and with homework*; • Provide guidance and support to school personnel in planning parent education classes*; • Provide guidance and support to school personnel in establishing and maintaining Parent Centers at each site*; • Continue to implement the long-term professional development plan, which includes teaching teachers to understand and use data and assessment to improve their practice; core training provided by Action Learning Systems, Inc. with follow-up training provided by district experts throughout the year.* 				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district will:</p> <ul style="list-style-type: none"> • Utilize Title 2 Part A funding to pay for workshops for interns to prepare for the CSET; • Provide funding for the registration fee for the CSET; • Provide mentors for interns. 	<p>Assistant Supt of Human Resources Director of Curriculum and Instruction Mentors Interns</p>	<p>Hourly wages for workshop participation</p> <p>Registration fees</p> <p>Stipends for mentors</p>	<p>\$2000</p> <p>\$500</p> <p>\$6000</p>	<p>Teacher Credentialing</p>

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 High School Graduates	<p>The district will:</p> <ul style="list-style-type: none"> • Provide the schools the information and resources to notify all incoming 9th grade families of graduation requirements and “A-G” requirements prior to enrollment at CVUHSD; • Provide the schools the information and resources to conduct parent meetings at the beginning of the school year that outline graduation requirements and 4-year plans for all students*; • Support school administrators and counselors to meet with students during homeroom classes (4SR, advisory, advocacy) to set individual goals and monitor progress towards graduation and/or college admissions; • Implement the recently developed guidance curriculum at each grade level; • Monitor counseling programs to 	<p>9-12th grade students depending on bullet</p>	<p>School Board Superintendent Asst Superintendent, Ed Services Principals AP, responsible for counseling program Counselors Designated Staff</p>	<p>Initial: July of each year</p> <p>Every 3 months at counseling meetings, principals meetings and at Educational Services meeting</p> <p>Post: May/June of each year</p> <p>Evaluation artifacts: Guidance Curriculum Copy of information provided to families Schedule of visits to homerooms Schedule of conferences with students and families</p>	<p>General fund 10th Grade counseling CAHSEE Title I 1802 Funding</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>ensure that student academic progress is communicated to parents every five weeks and conferences are scheduled with counselors as needed*;</p> <ul style="list-style-type: none"> • Provide credit recovery options and communicate them to parents and students; options include: <ul style="list-style-type: none"> summer school adult school continuation school independent study SCROC Online courses; • Monitor the counseling program to ensure that conferences are held with families of students identified as being at risk of not graduating*; • Provide resources to schools to expose students to an array of post-secondary options as a motivational tool to complete high school, including: <ul style="list-style-type: none"> college field trips guest speakers and presentations (college, career, and military); • Monitor the counseling program to ensure that Senior Graduation Notification letters are mailed to families three times in the 12th grade outlining student progress 				

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>towards graduation;</p> <ul style="list-style-type: none"> • Provide resources, information, and guidance to school administrators for CAHSEE Intervention Programs that are available to all students; CAHSEE programs include: <ul style="list-style-type: none"> support classes within the Master Schedule Saturday support classes after school tutoring Summer School Classes; • Prioritize AB 1802 funds to ensure that graduation rates are monitored at each site and growth is published to stakeholders. 				
<p>5.2 Dropouts</p>	<p>The district will:</p> <ul style="list-style-type: none"> • Establish a committee to develop a “Stay in School” program, i.e. big brother/big sister, required participation in club or sport; • Provide schools with the resources to conduct parent workshops, i.e. importance of high school graduation, homework assistance, attendance, accessing school resources*; • Support a wide variety of extra curricular programs, i.e. athletics, clubs, student government, arts; • Maintain a strong and ongoing partnership with the local teen 	<p>9-12th grade students depending on bullet</p>	<p>Superintendent Asst Superintendent, Ed Services Principals AP, responsible for counseling program Counselors Designated Staff Community Partners Activity Directors Club Sponsors</p>	<p>Initial: July of each year</p> <p>Every 3 months at counseling meetings, principals meetings and at Educational Services meeting</p> <p>Post: May/June of each year</p> <p>Evaluation artifacts: Agendas Sign-in Sheets Suspension/Expulsion Data Records of home visits</p>	<p>10th Grade counseling CAHSEE Title I Title II</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	center to assist at-risk students; <ul style="list-style-type: none"> • Train school personnel to properly identify and document dropouts; • Provide alternative educational programs for students who are not successful at the comprehensive high schools, i.e. <ul style="list-style-type: none"> summer school adult school continuation school independent study SCROC Online courses. 			SART/SARB contacts	
5.3 Advanced Placement	The district will: <ul style="list-style-type: none"> • Reconvene the AP Committee improve the AP program at all sites; • Monitor the existing application process; • Ensure that students and parents are informed of the rigor and expectations of AP courses (teacher presentations); • Support the schools in their efforts to increase awareness of the AP program through AP Fairs, homeroom classes, counseling with students and parents, ConnectEd, and printed information; • Inform parents of the reduced cost of AP exam fees (because of the district's high percentage of 	All students whom want access to AP	Asst Superintendent, Ed Services Director of Food Services Principals AP, responsible for counseling program Counselors Designated Staff		

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>free and reduced lunch eligibility, exam fees are \$5 per student)</p> <ul style="list-style-type: none"> • Provide funding for Professional Development for A.P. Teachers. (A.P. College Board, Summer Institute) • Encourage the use of PSAT and AP Potential and CST to identify, encourage and support new AP students; • Support schools to provide assistance to struggling AP students • Initiate AP contract, currently in use at Leuzinger, at all sites; • Evaluate the effectiveness of AP teachers over time, based on % of students who pass AP exams. 				

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Jose A. Fernandez
Print Name of Superintendent

Signature of Superintendent

March 11, 2009
Date