

District Name: Victor Valley Union High School District    CD Code: 36-67-934    Due: September 30, 2008; Revision Due December 15, 2008

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE**

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

*The Plan Addendum, which must be submitted to the CDE no later than September 30 2008; Revised Dued December 15, 2008, is required to:*

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

| Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.(See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)   | Persons Involved /Timeline   | Related Expenditures  | Estimated Cost   | Funding Source  |
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| <p>Currently, the VVUHS District is in Year 3 of Program Improvement because the special education population did not make their AYP targets for three consecutive years This year, the EL population did not meet AMAO2 and AMA03. The previous LEA Plan did not adequately or specifically address the needs of special education students or low achieving students. <b>The reason is that the previous LEA plan did not comprehensively assess the needs to determine specific interventions for improvement.</b></p> <p>The SBCSS DAIT facilitated a DSLT meeting on August 7, 2008. The following concerns and needs surfaced from those conversations with staff:</p> <p><b>Problem:</b> District leadership has undergone major changes over</p> | <p>District and Site Administrators;<br/>Regular and Special Education Classroom Teachers; Special Education Instructional Aides;<br/>Academic Coaches;<br/>Certificated Staff Mentors; BTSA Support Providers</p> | <p>Costs for Staff Development training; Substitute Costs; planning time costs for Academic Coaches, teachers, and Special Education Instructional Aides, IDMS Nova Net</p> | <p>Trainer of Trainers Cost: \$2,500 per day;<br/>Substitute Costs: \$159 per day per teacher;<br/>Hourly Rate for Academic Coaches: \$32.00<br/>\$94,000<br/>\$156,000 (for</p> | <p>Title I; Title II; Title III;<br/>One time CAHSEE prep funds, SB472 reimburseme nt funds, AB430 reimburse- ment funds; Aide training will be accommodat ed through</p> |

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| <p>the past three years. Longevity of senior administration (central office) is two years, while the average length of service of the eight (a little over one-half) of the principals is two years. Similarly, the average tenure of vice principals is 1.7 years; of those, 5:15 vice-principals are first year administrators.</p> <p><b>Need #1:</b><br/><b>The district needs to establish a system that recruits, supports, and retains effective district and school administrative staff.</b></p> <p><b>Problem:</b> Although the 07-08 special education audit indicates that there was only one miss-assignment in Sped (moderate/severe). Site administrators shared that a high turnover rate (%) of effective special education teachers exists. New and inexperienced teachers appear overwhelmed and unprepared to handle the challenges and are released at the end of the year or do not return. Consequently, program continuity is almost nonexistent. Alternately, the 07-08 Miss-assignment Audit shows that VVUSD has 21 teacher miss-assignments in EL.</p> <p><b>Need #2: Teacher Support and Retention- Teachers of SWD and EL Students</b><br/>         (a) There is a need to support new and newly hired special education staff so that they can build their teaching skills, efficacy and effectiveness.<br/>         (b) There is a need to retain effective and trained special education teachers. (c) There is a need to reduce the number of teachers of EL students who are miss-assigned or do not possess adequate qualifications to teach EL students.</p> <p><b>Problem:</b> Core content and regular education teachers and supporting staff do not have a process or structure for curricular articulation and planning; as a result, they do not collaboratively address student needs.</p> |  | <p>Visions<br/>Rosetta Stone<br/>Access<br/>Math Quest<br/>Lang"uage! III</p> | <p>three years)</p> | <p>categorical funds</p> |
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| <p><b>Need #3:</b> There is a need for articulation and collaborative planning among all core content regular education teachers and special education teachers. Teachers would be able to work toward common understandings of standards, their alignment with curriculum, effective use of pacing calendars, alternate service delivery model, and alternate strategies for engaging students that could address the special needs of their students. Furthermore, teachers would learn to use assessment data to guide instruction and intervention.</p> <p><b>Problem:</b> Special education programs did not provide sufficient access to core standards based curriculum. Although the inclusion instructional model is used for SWD and EL students, † it was not effectively implemented because general education and teachers of students with disabilities do not plan collaboratively for co-teaching. <b>Revision From Reader Identified Concerns:</b> <i>The district needs a more systemic approach to educating students with disabilities. The proposed work in science and social studies is laudable. However, more attention is needed to structure programs in reading language arts and math for students with disabilities not meeting annual yearly progress goals.</i></p> <p><b>Plan of Action:</b> Data Teams and Teacher Collaboration Time will be implemented at all sites. Site administrators, district academic coaches and certificated staff mentors will be assigned to facilitate articulation meetings for regular and special education teachers and for special education teachers and instructional aides. <b>Revised Plan of Action:</b> <i>Structured programs in reading language arts and math for students with disabilities not meeting annual yearly progress goals that are currently implemented are the following: The core ELA program is Timeless Voices, Timeless Themes by Pentice Hall, adoption 2002 for grades 7-8 and English Workshop and Handbook, Holt/Reinhart and Winston, adopted 1995/2003; the core Math Program is Algebra 1, Algebra 2 and Geometry – Holt</i></p> |  |  |  |  |
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| <p><b>Mathematics, adoption 2008. The level of implementation is full implementation 7-12. The district's plan to provide strategic ELA for students working 1-2 years below grade level and intensive intervention for students working more than 2 years below grade level is the Language! 3 Program, Visions and Access, and Accelerated Reader Program (Grades 7-8). Math Quest and Accelerated Math Programs are applied intervention in the area of Mathematics. The new adoption process will be represented by standards based instruction in every math and reading language arts classroom with math activities that are implemented through explicit directed instruction, differentiated instruction, inquiry, and cooperative learning activities. Writing and integrated weekly benchmark and interim assessments will be included to measure short term, long-term and sustained achievement. The standards based pacing calendars for both subjects will be used to plan and guide instruction in addition to the short-term assessments and interims.</b></p> <p><b>By February 2009, we will review Special Education Students' IEPs and reduce as appropriate the time spent separated from their general education peers.</b></p> <p><b>By February 2009, we will review the Master Schedule at each comprehensive high school and develop district wide data to determine if the schedules are meeting the district's intent and student needs.</b></p> <p><b>Written procedures and criteria for development of the Master Schedule will be developed and implemented.</b></p> <p><b>Need #4:</b> We need to provide all students (including EL students and SWD) access to high quality, standards-based grade level instruction</p> | <p>Director of Special Education; district psychologists</p> <p>Asst. Supt. Ed. Services; Senior Director HR; High School Principals</p> <p>“</p> |  |  |  |
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| <p><b>Need #5:</b> There is a need for training in appropriate inclusion teaching: roles, responsibilities, and strategies for co-teaching</p> <p><b>Problem:</b> District-wide adoption of the most recent SBE-adopted/standards aligned materials in mathematics occurred in May 2008. Textbooks (Holt Mathematics; Algebra; Geometry; Algebra II) have been purchased and distributed to sites. What are the core standards-based instructional materials for student with disabilities programs and for EL? Do teachers know how to use them effectively to maximize learning for high-priority students? Is there a district expectation that core materials are to be use in the classroom?</p> <p><b>Plan of Action:</b> The District-wide adoption of the most recent SBE-adopted/standards aligned materials in mathematics addresses EL and SWD. <b>Revised Plan of Action:</b> <i>The core ELA program currently in place is Timeless Voices, Timeless Themes by Prentice Hall, adoption 2002. Visions and Access were also purchased for instructional support for EL (2007).</i></p> <p><b>The New Master Schedule 7-8 for students working 1-2 years below grade level, will provide additional instructional time with two periods of instruction in ELA using the core program and Language! Intervention Program.</b></p> <p><b>7-8 students working 2 or more years below grade level will be provided additional time for a period a day of Accelerated Reader.</b></p> <p><b>9-12 students working 1-2 years below grade level in ELA will receive a support period in Language! and ELA CAHSEE Prep. The exit criteria will be based on assessments for the Language! Program, passing the ELA portion of the CAHSEE and district interim assessments for ELA.</b></p> |  |  |  |  |
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| <p><b>9-12 students working 2 years below grade level in ELA will receive additional instruction by tutorial assistance for ELA instruction and/or the High Point Intervention Program.</b></p> <p><b>All underperforming students are educated in the core reading/language arts (Prentice Hall 6-8, 2002 and English 9-12 and mathematics programs Holt Mathematics 7-12) with appropriate interventions to supplement core classes.</b></p> <p><b>Placement and exit criteria for students in grades 7-8 working 1-2 years below grade level, will be provided through assessment review of CST data and the CAHSEE for students in grades 9-12.</b></p> <p><b>Additional instructional time during the regular school day in a blocked schedule format for Language!, Accelerated Reading and Math will be provided to students in grades 7-8.</b></p> <p><b>Students in grades 9-12 will use Language!, CAHSEE Prep, and Math Quest intervention programs five days a week to supplement core classes.</b></p> <p><b>A district wide intervention program with a specific placement/pre-referral intervention process, entry, monitoring, assessing and exit criteria will be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>“between the bells” intervention program to SWD students that are non-proficient and performing one or more years below grade level,</b></li> <li>• <b>specialized intervention for English learners (SDAIE,</b></li> <li>• <b>Differentiated instruction, and Explicit Direct Instruction – EDI)</b></li> <li>• <b>Special needs and low-achieving students (Inclusion, Response to Intervention, Differentiated Instruction, EDI)</b></li> <li>• <b>Implement academic counseling and data analysis</b></li> </ul> | <p>Asst. Supt. Ed. Services; Special Education Director, Sr. Director HR; Director of Curriculum/ Instruction Senior Director Student Services; EL TOA; Counselors, Principals</p> |  |  |  |
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| <p><b>and planning for meeting and exceeding growth targets with students</b></p> <p>Staff development training for implementation was provided to all teachers including EL and Special Education. The newly adopted core program materials in mathematics provide standards based instructional support for both EL and SWD. Staff development training for implementation was provided to every teacher. There is a district expectation that core materials are to be used in every classroom.</p> <p><b>Needs:</b> The need for full implementation of materials for EL/SWD and other materials surfaced during the August 7 meeting and from the APS, ELA, and Math. Teachers need to use their newly adopted ELA and Math texts.</p> <p><b>Plan for Action:</b> SB472 staff development training in reading/language arts and mathematics will be implemented during 2008-09 for all regular and special education teachers.</p> <p><b>Revised Plan of Action:</b> <i>The percentage of ELA teachers who have completed AB466/SB472 for the most recent curriculum adopted by the district in 2002 is 0% (zero). The ELA training for secondary adoptions for 2002 was not available or accessible previously in San Bernardino County.</i></p> <p><i>The current schedule or plan for providing SB472 is one day a week for five weeks for Mathematics (from September to December 2008) for one third of the district's math teachers; another third will be trained January to March 2009; the final third will be trained May-June 2009; teachers new to the district will be trainee June-August 2009.</i></p> <p><b>SB472 SDAIE will be implemented March-June and June-August for 50 /150 ELA and Math teachers who are</b></p> | <p>Asst. Supt. Ed.<br/>Services; Director of<br/>Curriculum and<br/>Instruction</p> |  |  |  |
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| <p><i>scheduled for training and to complete 40 hours of the 80 hour Practicum. Additional trainings will be scheduled Fall And Spring of 2009 and 2010 until all ELA and Math teachers are trained. New hires will be included in both trainings. An additional training will be scheduled for the Summer of 2010 as needed.</i></p> <p><i>SB472 Training for ELA will be scheduled following the adoption of standards based ELA materials in 2010. The schedule will be Summer 2010 (25-30 of the district's ELA teachers including new hires; Fall of 2010 (25-30 of ELA teachers including new hires); Spring of 2011 (25-30 et al); Summer of 2011 (25-30 et al); Fall 2011 until all teachers are trained.</i></p> <p><i>100% of current Administrators have been trained in AB430 and 100% of current Administrators have completed the 80 hour Practicum requirement. In the event that new Administrators are hired, they will be signed up immediately to attend training, including the completion of the 80 hour Practicum. (This process is currently implemented whenever a new Principal or Assistant Principal is hired.)</i></p> <p>Special education instructional aides need to be trained in similar strategies so that they are able to support instruction for reading/language arts and math and for the effective implementation of the Inclusion Model in 2008-09. Instructional aides will be trained in a scaled down version of SB472 training so that teachers/paraprofessionals can speak the same language.</p> <p><b>Problem:</b> Tutorial support and instructional intervention programs for special education students were limited and insufficient. Although before and after-school support was available, students did not maximize its use. There is no district-wide system in place to determine which students need academic interventions</p> | <p>“</p> <p>“</p> <p>Asst. Supt. Ed. Services</p> |  |  |  |
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| <p>and how to address their needs due to the lack of universally given benchmark tests.</p> <p><b>Need #6:</b> There is a need to develop and implement a “between the bells” intervention program in addition to academic counseling and goal setting, before/after school programs. Related to that need is the need to develop a district-wide system to determine which students need academic interventions (including a data-driven, evidence supported process for early intervention, placement, monitoring for mastery, as well as counseling support that identifies additional problems that can impede achievement) and matches selected instructional materials to the student needs (i.e., Nova Net, CAHSEE Prep for students working 1-2 years below grade-level standards; and, <i>Math Quest, Accelerated Reader, Accelerated Math, and Language! I, II, and III.</i></p> <p><b>Plan of Action:</b> The plan will be SMART (with an emphasis on the achievable, realistic, time-based goals). We will prioritize our choices over a multi-year period. We will go deep, not broad. (Less is more.) Students will be identified for early intervention based on a district reading and math test upon entry into the VVUHSD and specifically at transitions from grade 6-7 and grades 8-9. students will be placed according to need based on assessment data results. Instructional materials and intervention program placement will be aligned to student needs. Student progress will be monitored and adjusted based on continual integrated assessment results. What we expect to happen as we progress will be an increased number of proficient students in reading/language arts and math.</p> |  |  |  |  |
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