

This document is pending and subject to revision and approval by the Mattole Unified School District Board at the November Board meeting 2009.

Mattole Unified School District

CD Code: 1275382

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) is required to: Address Corrective Action #6 All of the following aspects of the LEA Plan Addendum are Implemented and Followed with Fidelity to the Intent.

- 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, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>* Mattole Valley Charter School/MUSD has adopted and implemented curriculum from State Adopted/Standards Aligned materials and texts in the core subject areas of math and language arts. (McDougal Littell Math, Houghton Mifflin Reading, Pearson/Prentice Hall Literature, etc) All adopted math materials were on display at the Mattole Valley Charter School Resource Center for teachers to view, order, and use. Recent language Arts adopted display materials are ordered and will be available in MVCS RC by Fall 2009.</p> <p>* All newly adopted materials include universal access interventions for ELL and Sped students.</p> <p>* Research based intervention and support materials have been, and are being purchased; and teachers, both regular and Sped are trained in their use through webinars and</p>	<p>Regional Director, Math Coordinator, Special Education Director, Curriculum Director (7/2007- 7/2011)</p>	<p>Academic Improvement Plan (AIP) math & LA labs through High Priority Schools Grant (HPSG) and General Fund</p>	<p>\$400,000.00</p>	<p>HPSG - General Fund – restricted textbook funds</p>

<p>other means. (Math-U-See. I Can Learn, Math Triumphs, Apangea, CAHSEE Steps, Barton Reading, Fast Track, Read Naturally, Lexia, ,REWARDS and others) These materials are implemented and being used for interventions.</p> <p>* MVCS has implemented a unique Academic Improvement Plan (AIP) as part of a High Priority Schools Grant, focusing on improving CST scores of low achieving students. Specific academic areas are targeted with student specific intervention plans (using above referenced materials) and followed up throughout the year. (See attached intervention class/lab schedule)</p> <p>*All administrators and teachers are trained in disaggregating CST scores using LARS and in-house assessment scores, and specific areas have been targeted for student intervention, teacher training and professional development by the WASC Professional Development Team.</p> <p>* Members of MVCS staff are active in county level language arts adoption evaluations and recommendations. MVCS plans to phase in the new LA adoption materials including the intervention materials by fall of 2010.</p> <p>* MVCS has a full Special Education Program with highly qualified RSTs. There is communication and training between regular Ed teachers and Sped teachers. All IDEA laws and policies are abided as per Humboldt Del Norte SELPA policies.</p> <ul style="list-style-type: none"> Approximately 100% of MVCS Teachers have participated in SB 472 training either in Math or Language Arts – some in both, as well as completed 80 additional hours of follow-up practicum. 	<p>All of the above including WASC Professional Development Team</p> <p>(7/2007 – 8/2011)</p> <p>Special Ed Director</p> <p>(7/2007-7/2011)</p> <p>Regional Director</p> <p>(2007-2009)</p>			
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<p>* 100% of administrators with teaching supervision assignments have completed AB 75/430 training (institute and practicum) Modules I, II, III.</p> <p>* Teacher training in best practices occurs at all monthly teacher meetings which are required of ALL Teachers and Learning Centers' staff. All teachers and staff are also offered professional development opportunities as part of HPSG and WASC requirements.</p>				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>* Through the MVCS HPSG program, All students scoring Below Proficient on CST are included in the Academic Improvement Plan (AIP) program, wherein each student is assessed (CST, NWEA, and curriculum program assessments) and given specific interventions, including access to Math and Language Arts Homework/Tutoring Labs held at Learning Centers throughout the District. (see attachment A)</p> <p>* All students in the AIP program or who have an IEP are expected to make growth of at least one level on CST (ie Below Basic to Basic each school year. Special Education Students are expected to reach their IEP Goals each school year as well as make expected AYP growth. CMA tests will be used where appropriate</p>	<p>Regional Director, Special Education Director, Language Arts Coordinator, Math Coordinator</p> <p>Special Education Director Test Coordinator Counselor (2007- 2011)</p>			HPSG/ General Fund

<p>*All High School (10th – 12th) students are expected to pass the CAHSEE; students at risk for not passing CAHSEE are provided with appropriate CAHSEE prep programs and/or tutoring. All High School graduates, including Special Education students must pass the CAHSEE in order to get a diploma (with the exception of the 12th grade exemption for IEP students for the 2009-2010 school year) .</p> <p>*Special math classes and tutoring are provided to help Sped students pass Algebra in High School. There is close collaboration between Administration, Special Education and Regular Ed teachers, and training is provided at monthly required teacher meetings, and Regular Special Education Team meetings – a new Algebra Essentials Course is being researched and will be implemented by 2011.</p> <p>*MVCS has a very high percentage of NCLB Compliant Highly Qualified teachers in the subjects they teach; Sped teachers are also Highly Qualified. Even though MVCS, as a Special Settings/Alt Ed School (Ed Code 44865) would not need to have all teachers highly qualified in all subjects. Most of MVCS teachers are also CLAD certified and/.or trained in SDAIE/ ELL. All teachers will be Highly Qualified and appropriately assigned according to the Williams Act by 2011.</p> <p>*All teachers are offered paid opportunities to take professional development, and all are encouraged to do so through our WASC professional development team, Directors and Subject Area Coordinator's recommendations.</p>	<p>Sped Director Counselor Regional Director Sped Director Math Coordinator Counselor (2007-2011)</p> <p>Spec Ed Director Regional Director Counselor Math Coordinator (2007-2011)</p> <p>Special Ed Director/HQT administrator Testing Coordinator/ CBEDS-CALPADS (2006-2011)</p> <p>WASC Team</p>			<p>CAHSEE grant</p> <p>HPSG/ General Fund</p> <p>HPSG</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>*Please see above about WASC Professional Development, and ALL HPSG activities, especially the AIP process, and the mandatory SB 472 participation.</p> <p>*All core subject intervention materials are research based, and staff is trained in their use.</p>	<p>Regional Director, Special Education Director, Curriculum Director, Math Coordinator, Language Arts Coordinator (2007-2011)</p>			

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>*Increased scrutiny on all Below Proficient students on an individual basis via the AIP process.</p> <p>*More specific recommendations on adopted and standards based curriculum in the core curriculum areas.</p> <p>* Increased targeted teacher professional development.</p> <p>*MVCS Professional Learning Communities (PLC) focus on Essential Learnings and Standards.</p> <p>* Expansion of Virtual Learning opportunities using real-time, live teachers. BlackBoard "Real Time" teaching for High School Math, Middle School and High School History, English, Math and Language Arts Labs and homework help (see Attachment A)</p>	<p>Regional Director, Special Education Director, Curriculum Director, Math Coordinator, Language Arts Coordinator (2007-2011)</p>			<p>General Fund</p>

<p>* PLC development of a Parent Training Handbook, and online Parent Training offered via <i>How-to-Master</i> on Organization/Planning, Using a Teacher's Edition, Information on testing and other subjects.</p>	(2008-2011)			General Fund
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>*MVCS recently completed WASC accreditation requirements good through June 2011.</p> <p>*Specific recommendations from WASC accreditation team included targeting professional development. This has been addressed through total staff involvement with disaggregation of student achievement data and targeting areas that were found to be weak. Teachers are provided with opportunities to take professional development in those areas.</p> <p>* Participation in SB 472 and SB 433 professional development opportunities.</p>	<p>Superintendent Regional Director, Special Education Director, Curriculum Director, Math Coordinator, Language Arts Coordinator WASC Team (2007-20110)</p>			

6. English Learners

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

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

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

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

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>*MVCS has implemented and will continue to provide strategically located Learning Labs to provide tutoring, homework help, intervention curriculum outside of regular school hours.(SEE ATTACHMENT A)</p> <p>*MVCS is utilizing Americorps Workers to provide tutoring and after school activities at most Learning Centers.</p> <p>*There other after-school "Homework Help/Club" activities at almost all centers located throughout our District of .Residence</p>	<p>Teachers, Parents, Administrators, Subject Area Coordinators (2007-2011)</p>			<p>General Fund</p>

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>*MVCS is in process of implementing Parent Training to be accessed online through "How-to-Master."</p> <p>*Parents are an integral part of their children's education at MVCS. There is a Student Agreement Contract and newly implemented Enrollment Questionnaire both of which outline parent responsibilities as partners in education.</p> <p>* As mentioned in Part 4 above, the MVCS Professional Learning Community is developing a set of materials, and Handbooks for Parents, to help train parents to better educate their children using essential standards and researched best practices as a basis.</p>	<p>Curriculum Director, Special Education Director, Regional Director (in place by Fall of 2009)</p>			

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Mattole Unified School District

County District Code: 1275382

Date of Local Governing Board Approval: November 18, 2009

District Superintendent: Richard Graey

Address: 2120 Campton Rd Ste. H

City: Eureka

Zip Code: 95503

Phone: 707-445-2660

FAX: 707-445-2430

rgraey@hotmail.com

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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Send this signed assurance page to:

Peggy Carter, Consultant
Assessment and Accountability Branch
Accountability and Improvement Division
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814