

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Silver Valley Unified School District

County/District Code: 36-73890

Dates of Plan Duration (should be up to three years): 2007-2010

Date of Local Governing Board Approval: April 13, 2010

District Superintendent: Marc Jackson

Address: PO Box 847

City: Yermo

State: CA

Zip: 92398

Phone: 760-254-2916 x1147

Fax: 760-254-2091

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

See Assurances on pages 63 – 71. Signatures are required on page 72.

Silver Valley Unified School District
Local Educational Agency Plan Addendum
2009-2010

Background Information

In 2007-2008 Silver Valley Unified School District participated in a strategic planning effort to identify the district's high priority goals for the next three to five years. Participants in the process came from many sectors of the community including administrative staff, teachers, parents, classified employees and members of the community. At the conclusion of the process, the district adopted four goals for the future. These goals are:

1. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn.
2. Technology: We will implement a reliable sustainable, technology infrastructure that supports operations, instruction, and meaningful student learning.
3. Student support: We will provide a safe and equitable environment in which students receive personal, emotion, and physical support to meet the challenges of the future.
4. District Stability: We will implement standard operating procedures that are equitable, accountable, and adaptable to improve district stability.

Based on the goals of Silver Valley Unified School District, the LEA Plan addendum is being revised to reflect current and planned practices aligned with our strategic goal. In developing this addendum, the district is using a modification of the suggested LEA Plan template developed by the California Department of Education for use with districts entering into the Program Improvement process. Silver Valley is not a Program Improvement district and no sites are currently in the Program Review Program, however, the template addresses key issues related to the student instructional program that are important to acknowledge.

1. Address the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students.

Student achievement is a high priority endeavor in the Silver Valley Unified School District. The district has developed quarterly assessments in Language Arts and Mathematics grades K-12 to collect interim data beyond the California Standards Tests. The assessments were developed by district teacher committees which were charged to align the assessments to the district's achievement standards and pacing guides.

To achieve high academic standards, the district has fostered the development of Professional Learning Communities (PLC) at each school site. The PLC's meet at least quarterly to review the most recent student data collected from district interim assessments. Each leadership group reviews the information and develops plans for reteaching and intervention strategies to address the needs of low-achieving students. These plan summaries are collected by the Educational Services department to facilitate district support to sites to implement these activities.

At the high school level, the staff is reviewing student achievement information and planning additional intervention and elective classes to meet the needs of all students, including low-achieving students.

In 2008-2009, a leadership team rewrote the student grade reports for K-8 to reflect the standards at each grade level aligned with the pacing guides. The new reporting process will be implemented as a pilot project during the 2009-2010 school year.

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Each school identifies the specific measurable goals and targets in the school site plans. The targets are based on meeting the Adequate Yearly Progress goals and are measured by student success on both the interim assessments in reading/language arts and mathematics designed by the district as well as the California Standards Tests.

Each quarter, all of the schools routinely review the available student assessment information to determine whether or not they are closer to the target and to plan intervention strategies for the students who are "at risk"

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district.

Silver Valley Unified School District is in the third year of development of Professional Learning Communities designed to provide teachers with current data about their students' performance. Additionally, the PLC groups work together to design appropriate intervention strategies, both during the school day and after school hours, to address the needs of "at risk" students.

The district has also developed an aligned curriculum in reading/language arts and mathematics that includes pacing guides and interim assessments. These guides are reviewed annually for necessary modifications based on the student data generated through the interim assessment process. The materials adopted for classroom use are selected based on the district's identified curriculum as outlined in the curriculum guides.

In 2008-2009, the district redesigned the K-8 progress monitoring system to reflect the district standards and curriculum. The redesigned reporting forms will be used in 2009-2010 as a pilot program.

Leadership teams at both the site and district level work together to develop curriculum products that will assist teachers in the classroom to address the individual needs of students. District level committees have representation from all of the school sites and are guided by either site level administrators, district administrators or other consultants. The work is reviewed by the Board of Trustees upon completion.

During the 2008-2009 school year, the district reviewed its English Learner Program. Based on this review, new organizational structures were implemented to strengthen the core program for these special needs students. The English Learner Master Plan was rewritten to reflect current practice and the next action steps that need to be provided to this group of students. Training will be provided in August 2009, to ensure that all personnel involved with English Learner identification will be knowledgeable of the procedures and processes that need to be followed. Additional training for teachers will be made available on specific strategies that have been proven effective in addressing English Learner needs.

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

The scientifically based research strategies identified in the previous section address this action. The focus on on-going monitoring and adjustment of the student's program based on data provides a solid learning foundation for all students including those identified as "at risk". Each site is adapting their instructional programs and augmenting

their intervention strategies based on the collected information from interim and year-end assessments.

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Professional development is an on-going process in the district. Teachers participate in the AB 472 reading/language arts and mathematics professional development project designed by the California Department of Education. All teachers are also required to complete the CLAD certification to enrich their training in addressing the needs of English Learners. Teachers of Gifted and Talented Students are offered the opportunity to become certified GATE teachers through a five day workshop presented by John Delandtsher.

The district administration works with San Bernardino County Superintendent of Schools staff to develop appropriate workshops and trainings to address identified needs. If county staff or district staff cannot provide a specific training, the district will contract with other agencies to provide this service.

Each school site identifies its professional development needs in the school level plan. The school level plans are reviewed by the district and Board annually.

After each core adoption, teachers are provided training on the use of the new materials and how they are aligned to the district curriculum. This training usually takes place in the spring after the teachers have had an opportunity to preview the adopted texts.

6. English Learners

The district has reviewed the instructional support programs for English Learners and rewritten the Master Plan for English Learners. The English Learner program is now identified, but the instructional components are not all in place. During the 2010-2011 school year, the district will establish a leadership team to review the existing program and to recommend strategies to strengthen this program. Additional staff training on effective teaching strategies for English Learners will be developed with the support of the County Supt. of Schools.

The district will also begin to collect multi-year assessment information on these students to determine their rate of growth in Language Proficiency and their performance on academic assessments. Preliminary work suggests that most students are working at the "Intermediate CELDT" level with few students in the early stages of language development. Most of the "beginning English Learners" are concentrated in the primary grades.

8. Include strategies to promote effective parental involvement in schools.

All schools have established English Learner Advisory Committees and School Site Councils according to state standards. These groups review the school program and make suggestions for instructional improvements. Parents are encouraged to participate in these formal organizations at each site.

Additionally, each school has tailored its own parent outreach based on survey information, prior practices and parent comments. These parent outreach efforts are identified in the school level plans.

At the district level, there is a District English Learner Advisory Committee which reviews the effectiveness of the English Learner program. This committee is composed of parents from each of the school sites.

Parents are also invited to participate on the district level curriculum committees that review curriculum or new adoption materials. These committees change annually based on the instructional focus for that year.

SVUSD Board Meetings

AGENDA ITEM

review

Meeting Date: Tuesday, April 13, 2010 - 6:00 PM

Category: EDUCATIONAL SERVICES

Type: Action

Subject: Approval of Addendum to LEA Plan

Strategic Plan:

Enclosure: Local Educational Agency Plan Addendum

File Attachment:  Local Educational Agency Plan Addendum.pdf

Summary: The Local Education Plan (LEAP) is a requirement for receiving federal funding and subgrants for NCLB programs. LEA's must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, along with allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the SVUSD LEA Plan covers July 1, 2003 through June 30, 2008 with annual updates and revisions. Instead of a full revision to the plan at this time, it is proposed that this addendum be approved as an annual update pending further developments in NCLB and District assessment information.

Funding: N/A

Recommendation: Recommend the Governing Board approve the LEA Plan Addendum to the 2003-2008 LEA Plan.

Recommended By:



Approvals:

Aaron Haughton - Assistant Supt., Administrative Services

Signed:



Marc Jackson, Ed.D. - Superintendent

*Approved
Mickey Downing
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4-13-10
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