

**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

District Name: Mountain View School District
3320 Gilman Road
El Monte, CA 91732
626-652-4000

CD Code: 1964816

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.

The Plan Addendum, which must be submitted to the CDE no later than July 1, 2008, is required to:

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 Expenditure	Estimated Cost	Funding Source
<p>1.) Failure to Reach ELL Goals Consistently from year to year –</p> <ul style="list-style-type: none"> ▪ Poor understanding of individual student data and need to address ELL students individually and by ELL levels ▪ Clearer understanding of strategies by ELD level ▪ Lack of implementation to implement strategies for ELD 1 and 2 students consistently and effectively ▪ Insufficient monitoring the needs and progress of individual ELLs ▪ Lack of consistent implementation of teaching language through using Hampton Brown <i>Avenues</i> in grades K-5, Hampton Brown <i>Into English</i> in grade 6, and Holt ELL component in grades 6-8 (middle schools) <p>2.) 2006-07 AYP English Language Learner subgroup</p> <ul style="list-style-type: none"> • Scored 25.6% proficient in English Language Arts an increase of 4.1% from 2005-06 • Scored 38.7% proficient in Mathematics an increase of 3.7% from 2005-06 • Currently, the English learner subgroup is meeting its AYP in English Language Arts and Mathematics • Need to increase the English learner subgroup AYP in language 	<p>1.) Ed Services, Principals, Teachers/9/07-6/09</p> <p>2.) A. Sifuentes-Donoso, Principals, /9/07-6/09</p>	<p>1.) NA</p> <p>2.) NA</p>	<p>1.) NA</p> <p>2.) NA</p>	<p>1.) NA</p> <p>2.) NA</p>

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<p>arts 9.6% to reach the 35.2% proficiency rate in 2007-08</p> <p>3.) 2006-07 AYP Special Education subgroup</p> <ul style="list-style-type: none"> • Scored 11.6% proficient in English Language Arts an increase of 2.6% from 2005-06 • 17.5% proficient in Mathematics an increase of 0.5% from 2005-06. • There is a need to increase the AYP of the special education subgroup in language arts 23.6%. • For mathematics there is a need to increase mathematics 19.5% in meeting or exceeding the AYP. • These figures do not include the "gift of 20%" for special education. • The LRE Survey indicated that students in special education are not consistently exposed to grade level standards in their classrooms and therefore, are not making adequate academic growth. 	<p>3.) D. DeKnikker, Principals, 9/07-6/09</p>	<p>3.) NA</p>	<p>3.) NA</p>	<p>3.) NA</p>
<p>4.) Title III AMAOs September 2007 report indicates</p> <ul style="list-style-type: none"> • All AMAO targets were met. • AMAO 1 - 51.9% of students increased fluency levels and • AMAO 2 - 27.2% of students are proficient. • AMAO 3 - 25.5 ELA and 38,7 Math AYP are proficient 	<p>4.) A. Sifuentes-Donoso, Principals, Teachers/9/07-6/09</p>	<p>4.) NA</p>	<p>4.) NA</p>	<p>4.) NA</p>
<p>5.) Instructional Needs</p> <ul style="list-style-type: none"> • Better understanding of how to teach ELD level 1, 2 & 3 students • Direct explicit instruction components need to be better understood and implemented • Well-designed, clear, focused lessons are needed for first best teaching and learning 	<p>5.) A. Sifuentes-Donoso, Principals, Teachers/9/07-6/09</p>	<p>5.) Subs, Trainers</p>	<p>5.) \$10,000</p>	<p>5.) Reading First, Titles I, IIa, III</p>
<p>6.) Curriculum Fidelity</p> <ul style="list-style-type: none"> • Ensure that ALL program components in language arts, mathematics and English language development are more effectively used to meet the needs of all students especially Special Education and English language learners 	<p>6.) Ed Services, Principals, Teachers/9/07-6/09</p>	<p>6.) Subs</p>	<p>6.) \$30,000</p>	<p>6.) Titles I, IIa, III, V, SBCP</p>
<p>7.) Monitoring and Assessment</p> <ul style="list-style-type: none"> • Daily monitoring of instruction especially for English learners and special education students is needed • Examination of the data accompanied with a plan to remedy deficiencies using weekly common assessments, quarterly benchmark and State test results to drive instruction and focus resources for core curriculum and interventions. • Diagnostic assessments will be used (DIBELS, phonics survey, 	<p>7.) Principals, Teachers/9/07-6/09</p>	<p>7.) Subs, Trainers</p>	<p>7.) \$10,000</p>	<p>7.) Titles I, IIa, III, V, SBCP</p>

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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, p.3-5)	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
1.) AMAO 1 – A minimum of 4% growth will be achieved annually District-wide. District-wide the goal was met (51.9%); however, Payne (47%), Kranz (42.2%), and Madrid (43.9%) did not meet the districtwide goal. Each school must meet the District required goal adjusted annually.	1.) A, Sifuentes-Donoso, Principals, Teachers/9/07-6/09	1.) NA	1.) NA	1.) NA
2.) AMAO 2 – A minimum of 4% growth will be achieved annually District-wide. District-wide the goal was met (27.2%); however, Cogswell (22.4%), Miramonte (25%), Payne (23.5%), Madrid (18.1%) and Kranz (17%) did not meet the District-wide goal. Each school must meet the district required goal annually.	2.) A, Sifuentes-Donoso,, Principals, Teachers/9/07-6/09	2.) NA	2.) NA	2.) NA
3.) AMAO 3 – The District will increase its AYP for ELLs in language arts 9.6% to reach a minimum of 35.2% for 2008-09. The District will increase its AYP in language arts to 46% in 2008-09. The District will continue to make progress in AYP in mathematics to a minimum of 43% in 2007-08 and 48% in 2008-09.	3.) A, Sifuentes-Donoso,, Principals, Teachers/9/07-6/09	3.) NA	3.) NA	3.) NA
4.) Participation Rate – The participation rate needs to be maintained at least 95% for all subgroups	4.) J. Castillo, Principals, Teachers 5/08 & 5/09	4.) NA	4.) NA	4.) NA
5.) API - API growth goals will be consistent with State targets. Each year growth is estimated to be about 10-15 API points. 5% growth needed difference between District/Subgroup API and 800.	5.) Ed Services, Principals, Teachers 2/08	5.) NA	5.) NA	5.) NA
6.) 2007-08 Goals for the Special Education subgroup: Growth from 11.6% to 35.2% in language arts including the State baseline of 19.2%; and growth from 17.5% to 37% in mathematics including the State baseline of 19.2%. Goals in 2008-09 are set for 46% in language arts and 48% in mathematics.	6.) D. DeKnikker, Principals, Teachers 8/07	6.) NA	6.) NA	6.) NA

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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 Expenditure	Estimated Cost	Funding Source
1.) Data – Use the Online Assessment Reporting System (OARS) that includes STAR, CELDT, and all benchmark assessment systems including language arts, mathematics and English language development to drive decision making for curriculum and instruction.	1.) J. Castillo, Principals, Teachers 10/07-06/09	1.) NA	1.) \$20,000	1.) Title V
2.) Standards – Provide training on the ELA, ELD and Math Frameworks and Standards in grades K-8 emphasizing grades 4-8 where student achievement begins a downward trend.	2.) ED Services, Principals, Teachers 9/07-6/09	2.) Subs, Trainers	2.) \$10,000	2.) Title I, IIa, III, SBCP
3.) Curriculum Fidelity – Provide training for more effective use of all program components in language arts including writing, mathematics and English language development. Focus on phonics, academic vocabulary, oral fluency and comprehension. Principals need to have a greater knowledge base of ELA, ELA and math instruction.	3.) Ed Services, Principals, Teachers 9/07-6/09	3.) Subs, Trainers	3.) \$10,000	3.) Reading First, Titles I, IIa, III
4.) Instructional Needs – Provide inservice to increase understanding of teaching strategies especially for ELD level 1 & 2 students (Kinsella and Dutro), SDAIE and direct instruction.	4.) A. Sifuentes-Donoso, Principals, Teachers 9/07-6/09	4.) Subs, Trainers	4.) \$10,000	4.) Title III, SBCP, ELAP
5.) Lesson Planning – Provide training on well-designed, clearly focused lessons for first best teaching and learning.	5.) P. Knapik, Principals, Teachers 9/07-6/09	5.) Subs, Trainers	5.) \$10,000	5.) Title I, IIa, SBCP
6.) Differentiated Instruction - Provide focused instruction for ELD levels 1-3 using teaming or homeroom-assigned concept. Each student will be grouped for ELD by ELD level.	6.) Principals, Teachers 9/07-10/09	6.) NA	6.) NA	6.) NA
7.) Monitoring - Monitor English learners mastery of standards daily so that deficits do not accumulate.	7.) J. Castillo, Principals, Teachers 9/07-6/09	7.) NA	7.) NA	7.) NA
8.) Assessment – Teachers will develop and use weekly common assessments in language arts, ELD and math to identify learning needs of each student. Benchmark and State data examination by teachers and principals will be performed to drive instruction and focus resources. Focus on phonemic awareness, phonics, academic vocabulary, fluency and comprehension.	8.) Principals, Teachers 9/07-6/09	8.) Subs	8.) \$30,000	8.) Title I, IIa, SBCP
9.) District Monitoring – District administrators will walkthrough classrooms on a regular basis. A District administrator will visit every classroom at least every two weeks.	9.) Superintendent, Ed Services, 9/07-6/09	9.) NA	9.) NA	9.) NA
10.) External Assistance – The Los Angeles County Office of Education, DataWorks, Kate Kinsella and Susana Dutro to provide technical assistance and support for District program improvement through principal walkthroughs, Explicit Direct Instruction, ELD trainings and additional training resources.	10.) Ed. Services, 9/07-6/09	10.) Subs, Contracts	10.) \$40,000	10.) Title I, IIa, SBCP

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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, p. 3-5)	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
Explicit Direct Instruction				
1.) Multi-Year Plan - A multi-year plan has been designed so that all principals and teachers in grades K-8 will be trained in Explicit Direct Instruction (EDI).	1.) P. Knapik, Principals, Teachers 9/07-6/10	1.) Subs, Contract	1.) \$200,000	1.) Title I, IIa, V, SBCP
2.) Training - A cohort of 90 teachers, 4-5 school sites will participate in direct instruction by focusing on standards, task analysis, lesson planning and the components of direct instruction. Special sensitivity needs to be made to implementing the components of EDI in an orderly way over time and not expect all components to be implemented at once. An EDI trainer of trainers model needs to be developed so that the District is self-supporting.	2.) P. Knapik, Principals, Teachers 9/07-6/10	2.) See #1 above	2.) See #1 above	2.) See #1 above
3.) Monitoring and Support - Principals and Deans of Instruction will provide the primary impetus for directing and monitoring direct instruction implementation at the school site through classroom walkthroughs, lesson design discussions and data analysis in a collaborative approach.	3.) Principals, Deans of Instruction 9/07-6/10	3.) NA	3.) NA	3.) NA
4.) EDI Cohorts - Two cohorts have completed the first phase of training. Three schools, Miramonte, Parkview and Payne, have trained all of their staff. At least three teachers and administrators per campus have been trained. Ongoing support is needed to carry the initiative through to positively impact teaching and learning. Additional cohorts are planned across all schools, grade levels and departments though each cohort will be pulled from a similar grade level or department.	4.) Principals, Deans of Instruction, Teachers 9/07-6/10	4.) See #1 above	4.) See #1 above	4.) See #1 above
Systematic ELD & EL Frontloading				
5.) ELD standards - All teachers will be reoriented to the ELD framework and standards to better understand the flow into the ELA standards through site, grade level and districtwide meetings.	5.) Principals, Teachers 9/07-6/09	5.) Trainers	5.) \$1,000	5.) Titles IIa, III
6.) Curriculum - New curricular resources in grades 6-8 will be purchased to address the learning needs of ELD 1, 2 and 3 students.	6.) A. Sifuentes-Donoso 12/08	6.) Curriculum	6.) \$50,000	6.) Title III
7.) Pacing Charts - All teachers of ELD (Avenues) will be provided a pacing chart. More consistent implementation of teaching language structures (forms and functions) and differentiated grouping in all classrooms whether regular education or special education supported by a District-wide monitoring system for language arts, mathematics and English language development.	7.) A. Sifuentes-Donoso, Principals, Teachers 9/07-6/09	7.) Teachers Extra Duty	7.) \$20,000	7.) Title III

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8.) Assessments - All teachers will be trained in the assessments (CELDT, ADEPT, Express Assessment, ELA benchmarks, math benchmarks, ELD benchmarks, and ELD profile cards) used to monitor teaching and learning. Common assessments need to be developed using the PLC concept at each school site by grade level/department.	8.) A. Sifuentes-Donoso, J, Castillo, Principals, Teachers 9/07-6/09	8.) NA	8.) NA	8.) NA
9.) Grade level/Department meetings - PLCs will be held to discuss student achievement in ELD as measured by common assessments and benchmarks. Principals and literacy coaches will provide protocols to discuss student results.	9.) A. Sifuentes-Donoso, Principals, Teachers 9/07-6/09	9.) Subs	9.) \$30,000	9.) Title I, IIa, SBCP
10.) All teachers including special education teachers in grades K-8 hold SDAIE/ELD certification/authorization District-wide.	10.) D. DeKnikker, Principals, Teachers 9/07-6/08	10.) NA	10.) NA	10.) NA
11.) All teachers and principals will be provided training in academic vocabulary (Kinsella), systematic ELD/EL Frontloading (Dutro), protocols in analyzing data focusing on English learners.	11.) A. Sifuentes-Donoso, Principals, Teachers 9/07-6/08	11.) NA	11.) NA	11.) NA
12.) Research by Kinsella, Dutro, Marzano, Goldenberg, Echeverria, West Ed, Southwest Educational Laboratory, and Saunders et al will be followed as improvement plans are made.	12.) A. Sifuentes-Donoso, Principals, Teachers 9/07-6/08	12.) Curriculum	12.) \$20,000	12.) Title I, III, TRSSP
Focus on Standards-based Special Education	13.) D. DeKnikker, 9/07-6/08	13.) NA	13.) NA	13.) NA
13.) Reinstate the SEAT Committee, create the vision and mission while developing a written belief statement.	14.) D. DeKnikker, Principals 9/07-6/08	14.) NA	14.) NA	14.) NA
14.) Planning time will be provided to RSP and SDC teachers from Kranz and Madrid to complete a pacing chart for the "Algebra Readiness" program for two-year implementation.	15.) D. DeKnikker, Principals 9/07-6/08	15.) NA	15.) NA	15.) NA
15.) Planning time will be given to RSP and SDC teachers at Kranz and Madrid to align curriculum to the new 8 th grade CST math test.	16.) D. DeKnikker, Principals, Teachers 9/07-6/08	16.) NA	16.) NA	16.) NA
16.) Formalized meetings for RSP, SDC and Speech teachers will be scheduled to analyze CST and benchmark data for data driven decision making.	17.) D. DeKnikker, Principals, Teachers 9/07-6/08	17.) NA	17.) NA	17.) NA
17.) Backward mapping by special education teachers will help to identify key standards in ELA, Math and ELD to standardize the curriculum, focus opportunity to learn and prepare students for STAR and benchmark testing.	18.) D. DeKnikker, Personnel 9/07-6/08	18.) NA	18.) NA	18.) NA
18.) Inclusion - All content area teachers particularly at middle schools, will participate in an inclusion and pull-out program for RSP students based on individual needs. The RSP teacher will support the instructional program aka push-in program.	19.) D. DeKnikker, Principals 9/07-6/08	19.) NA	19.) NA	19.) NA
19.) Rtl Model - The Rtl model needs to be fully developed and implemented.	20.) D. DeKnikker, Principals 9/07-6/08	20.) NA	20.) NA	20.) NA
20.) Math (algebra) - RSP and SDC students in 7 th and 8 th grades are provided "Algebra Readiness" as their math class to assist special				

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education students in the learning and passing of algebra.	21.) D. DeKnikker, Principals 9/07-6/08	21.) NA	21.) NA	21.) NA
21.) Language Arts - RSP students will participate in core language arts classes supported by pull-out through the RSP teacher. SDC students will be provided State-approved California Passport.	22.) D. DeKnikker, Principals 9/07-6/08	22.) NA	22.) NA	22.) NA
22.) Early Intervention - The Reading First Early Intervention Program will be implemented to reduce the number of students referred for special education testing. Rtl model needs to be fully developed and implemented.	23.) D. DeKnikker, Principals 9/07-6/08	23.) NA	23.) NA	23.) NA
23.) Research - Continue to research best practices for special education students and English language learners to improve teaching and learning and share that information with all levels of the District.	24.) D. DeKnikker, Principals 9/07-6/08	24.) NA	24.) NA	24.) NA
24.) Monitoring - Pre-test, post-test and ongoing monitoring of instruction will be designed to measure program effectiveness.	25.) D. DeKnikker, 9/07-6/08	25.) NA	25.) NA	25.) NA
25.) Parents - Create a Special Education Parent Advisory Committee with quarterly advisory meetings.	26.) D. DeKnikker, 9/07-6/08	26.) NA	26.) NA	26.) NA
26.) Speech - Continue to seek fully credentialed SLP teachers .				

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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. <i>(See DAS, Professional Development, p. 6-7)</i>	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
<p>1.) At least 10% of Title I funds will be allocated for staff development yearly for teachers, literacy coaches, classified staff and administrators.</p> <p>2.) Staff will be provided SB 472 Language Arts, SB 472 Mathematics, ELD strategies (Kinsella and Dutro strategies). Staff Development Days will be used in addition to summer trainings. Substitute teachers will be included in training.</p> <p>3.) Administrators will complete AB 430(75) Language Arts and Mathematics, and ELD strategies (Kinsella and Dutro).</p>	<p>1. Peter Knapik, Principals 9/07-6/08</p> <p>2.) Peter Knapik, Principals, Teachers 9/07-6/09</p> <p>3.) Peter Knapik 7/07-6/09</p>	<p>1.) NA</p> <p>2.) Subs, Contracts</p> <p>3.) NA</p>	<p>1.) NA</p> <p>2.) \$200,000</p> <p>3.) \$50,000</p>	<p>1.) Title I</p> <p>2.) Title I, IIa, SBCP, GearUp Grant</p> <p>3.) Title IIa, Administrator Training Program</p>

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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 at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and targets.	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
1.) Student Stagnation on CELDT – 2006-07 CELDT data indicates that a cohort of ELLs have not advanced past level 3 after: <ul style="list-style-type: none"> • 6 years or longer - 410 students • 5 years – 328 students • 4 years – 421 students 	1.) J. Castillo 9/07-6/08	1.) NA	1.) NA	1.) NA
2.) Student Identification - Identify students by name who have been in the district 4 years or longer who are identified as ELD level 1, 2 and 3. Give to teachers so that interventions may be done.	2.) J. Castillo 9/07-10/09	2.) NA	2.) NA	2.) NA
3.) Student Placement - English language learners especially ELD levels 1, 2 and 3 need to be appropriately placed in double language arts including universal access for ELD/ELA instruction in grades 2-8.	3.) Principals 9/07-6/09	3.) NA	3.) \$30,000	3.) Title I, IIa, SBCP
4.) Learning Plans - Develop individualized learning plans to ensure that underperforming ELLs meet and/or exceed standards in Reading/Language Arts and Mathematics.	4.) Principals 7/07 & 7/08	4.) NA	4.) NA	4.) NA
5.) Pacing Charts - All teachers of Hampton Brown <i>Avenues</i> and Holt <i>Language Arts</i> will be provided a pacing chart. More consistent implementation for all classrooms whether regular education or special education supported by a District-wide monitoring system for language arts and English language development.	5.) A. Sifuentes-Donoso 9/07-6/09	5.) NA	5.) NA	5.) NA
6.) Instruction – Research by Madeline Hunter et al demonstrates a need for explicit direct instruction for all teachers and students. Providing focused lessons produces better learning opportunities for students. (Use SDAIE, Project GLAD, Thinking Maps, ELL Frontloading) Intensive ELD should be provided to ELD level 1 and 2 students.	6.) Principals, Teachers 9/07-6/09	6.) Teacher Trainers	6.) \$2,000	6.) Title III
7.) Core Curriculum – All components of the core curriculum will be fully implemented providing support to special needs students.	7.) P. Knapik, A. Sifuentes-Donoso 8/07 & 8/08	7.) Teachers Extra Duty	7.) \$2,000	7.) Title III
8.) Frontloading – Students should be frontloaded with key concepts, skills and vocabulary to ensure success in the learning objective (use ELL Frontloading-Focused Approach/Systematic ELD and academic vocabulary approaches). Language development strategies should be infused throughout the school day.	8.) A. Sifuentes-Donoso 7/07-6/09			
9.) Instructional Time - Schools will be encouraged to provide additional instructional time for ELD level 1, 2 and 3 students. Focus on forms and functions, phonics, vocabulary, fluency and comprehension.	8.) Principals, Teachers 9/07-6/09	8.) NA	8.) NA	8.) NA

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10.) Universal Access Time – Appropriate use of universal access time ensures greater focus for English learners who need extra learning time of key concepts, skills, forms and functions, vocabulary, fluency and comprehension. (Differentiated instruction)	10.) Principals, Teachers 9/07-6/09	10.) NA	10.) NA	10.) NA
11.) Flexible Grouping - Students will be provided flexible grouping based on ongoing need and benchmark results. (Teacher training will support.)	11.) Principals, Teachers 9/07-6/09	11.) NA	11.) NA	11.) NA
12.) Extended Day - Extended day activities will be provided to targeted strategic/intensive students identified by CST performance and benchmark results.	12.) Principals, Teachers 9/07-6/09	12.) NA	12.) NA	12.) NA
13.) Extended Day Curriculum - Extended day curriculum will include SIPPS, REWARDS, Read Naturally, Fast Track, Voyager and SOAR to Success based on site decisions.	13.) D DeKnikker, Principals, Teachers 9/07-6/08	13.) NA	13.) NA	13.) NA
14.) Summer School - Summer school will be offered to all ELD level 1 and 2 students.	14.) D. DeKnikker, 9/07-6/09	14.) Teacher Extra Duty	14.) \$30,000	14.) Title I, SBCP
15.) Monitoring - Principals and Deans of Instruction will provide the primary impetus for directing and monitoring direct instruction at the school site daily.	15.) D. DeKnikker 9/07-6/09	15.) Materials	15.) \$20,000	15.) Title I, III, SBCP
16.) Assessments - All teachers will be trained in ELD to monitor assessments, including: CELDT, ADEPT, Hampton Brown <i>Avenues</i> , BPST, Dutro Express Assess, ELD benchmarks and ELD profile cards etc. PLC formats will be used to disaggregate data through grade level and department meetings. Individual learning plans are the goal.	16.) A. Sifuentes-Donoso 9/07-6/09	16.) Teacher Extra Duty	16.) \$20,000	16.) Title I, SBCP
17.) Grade level/Department meetings – Professional Learning Community (PLCs meetings will be held weekly to discuss student achievement in ELD. Principals and literacy coaches will provide protocols.	17.) Principals, Teachers 9/07-6/09	17.) Teacher Extra Duty	17.) \$150,000	17.) Summer School
18.) Action Plans – Ongoing plans will be made based upon the data results of individual students to ensure growth in ELD. Individual student learning plans will be developed.	18.) Principals, Teachers 9/07-6/09	18.) NA	18.) NA	18.) NA

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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 Expenditure	Estimated Cost	Funding Source
1.) Schools will provide additional extended day instructional time for ELD level 1 and 2 students. 2.) Summer school will be offered to all ELD level 1 and 2 students yearly. 3.) Extended day activities will be provided to targeted students identified by CST performance and benchmark results based on the Rtl model. 4.) Students will be provided flexible grouping based on ongoing need and benchmark results. 5.) A list of special education and ELLs will be provided to schools to easily identify for placement into extended day learning opportunities to focus on identified needs. 6.) Extended day curriculum will include SIPPS, REWARDS, Read Naturally, Fast Track, Voyager, Journeys, Accelerated Math English in a Flash and SOAR to Success. For mathematics, materials from the Excel Company will provide the backbone to the curriculum. 7.) Progress will be monitored through pre-test, post-test and ongoing assessments of teaching and learnin through OARS. 8.) Students in special education need to have increased access to intervention programs during and after school to focus on identified needs. 9.) Investigate additional math skills programs for intervention. 10.) Consider summer school scheduled in August.	1.) Principals, Teachers 9/07-6/09 2.) Darin DeKnikker 9/07-6/09 3.) Darin DeKnikker, Principals, Teachers 9/07-6/09 4.) Principals, Teachers 9/07-6/09 5.) Darin DeKnikker, Peter Knapik 9/07-6/09 6.) Darin DeKnikker 9/07-6/09 7.) Darin DeKnikker 9/07-6/09 8.) Darin DeKnikker 9/07-6/09 9.) Darin DeKnikker 9/07-6/09 10.) Linda Reksten 12/07-3/09	1.) NA 2.) Teacher Extra Duty 3.) Teacher Extra Duty 4.) NA 5.) NA 6.) Curriculum 7.) NA 8.) Teacher Extra Duty 9.) NA 10.) NA	1.) \$25,000 2.) \$150,000 3.) \$20,000 4.) NA 5.) NA 6.) \$20,000 7.) NA 8.) \$30,000 9.) NA 10.) NA	1.) Hourly Supplemental, SBCP 2.) Summer School 3.) Title I, SBCP 4.) NA 5.) NA 6.) Titles I, III, SBCP 7.) NA 8.) Title I, SBCP 9.) NA 10.) NA

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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 Expenditure	Estimated Cost	Funding Source
1.) Parents will be informed of how ELD is monitored through quarterly assessments (ELD profile cards) and through CELDT assessments.	1.) Principals 9/07-6/09	1.) NA	1.) NA	1.) NA
2.) Parents will be provided ELD progress reports through quarterly report cards including special education IEP progress reports.	2.) Principals, Teachers 9/07-6/09	2.) NA	2.) NA	2.) NA
3.) LACOE parent trainers will be employed as needed to teach parenting skills, understanding standards, communication skills, how to help at home, decision making and community involvement.	3.) Principals, Community Liaisons 9/07-6/09	2.) Consultant Agreement	3.) \$5,000	3.) Title I
4.) The DELAC will continue to be part of the development and approval process for the Master Plan for ELLs, LEAP Plan and Addendum.	4.) A. Sifuentes-Donoso, 9/07-6/09	4.) NA	4.) NA	4.) NA
5.) A District parent advisory committee for Special Education will be designed and implemented in the 2008-2009 school year to promote effective parent involvement in the development of the Individual Education Program (IEP) goals and objectives and educational planning for their student in special education.	5.) Darin DeKnicker 9/07-6/09	5.) NA	5.) NA	5.) NA
6.) Trainings for parents of students in special education will be developed and conducted to assist parents in the IEP process, collaborative model, early interventions and new regulations and the reauthorization of IDEA.	6.) D. DeKnicker 9/07-6/09	6.) NA	6.) NA	6.) NA
7.) Provide training to parents on test taking strategies. Consider having parents experience taking the STAR-like test.	7.) A. Sifuentes-Donoso, Community Liaisons 9/07-6/09	7.) Teacher Extra Duty	7.) \$5,000	7.) Title I
8.) Provide parents with training on "Understanding the Test Scores" to familiarize them with STAR, CELDT and benchmark results.	8.) J. Castillo, Community Liaisons 9/07-6/09	10.) NA	10.) NA	10.) NA
9.) Consider offering parents a literacy project type training to improve their literacy skills especially assistng at home.	9.) S. Sifuentes-Donoso, Community Liaisons 9/07-6/09	9.) Consultants	9.) \$50,000	9.) Title I
10.) Offer parents training on how to ask higher level questions to heighten the discussion in the home environment.	10.) S. Sifuentes-Donoso, Community Liaisons 9/07-6/09	10.) Materials	10.) \$5,000	10.) Title I
11.) Propose to parents an option of providing summer school in August instead of beginning summer classes in June.	11.) S. Sifuentes-Donoso, 9/07-6/09	11.) NA	11.) NA	11.) NA
12.) Create opportunities for parents to learn to use computers.	12.) Principals, Teachers 9/07-6/09	11.) NA	11.) NA	11.) NA
13.) Provide parents ongoing training and assistance in parental startegies, games and equipment that extend and enrich academic experiences at home.	13.) S. Sifuentes-Donoso,, Community Liaisons 9/07-6/09	12.) Extra Duty	14.) \$5,000	12.) Title I
		16.) Extra Duty	16.) \$5,000	16.) Title I

**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

LEA Plan Addendum				
Required Elements	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
Instructional Materials: Mathematics				
<p>1. The District adopted the most recent SBE-adopted/standards-aligned materials in mathematics at the June 5, 2008 Board meeting.</p> <ul style="list-style-type: none"> • The District will implement Macmillan – McGraw Hill in grades K-6 (elementary) beginning in the fall of 2008. • The District will implement Pearson - Prentice Hall in grades 6-8 (middle schools) beginning in the fall of 2008. • The District has been implementing Saxon Mathematics in grades K-6 since 2002. The program was fully implemented in each of the District’s elementary schools in every classroom. • The District has been implementing McDougal-Littell in grades 6-8 since 2002. <ul style="list-style-type: none"> • 6th grade – Course One • 7th grade – Course Two (Pre-Algebra) • 8th grade – Course Two (Pre-Algebra) or Three (Algebra) • The District does not currently have intensive intervention math classes and materials for students working more than 2 years below grade level. The District plans to purchase Macmillan <i>Triumphs</i> by October 2008. • Teachers use SDAIE and SIOP-based approaches to adapt lessons for English learners (Graphic organizers, semantic organizers, manipulatives,) • Students with disabilities are addressed through an inclusion and pull-out (as needed) model which keeps RSP students in regular education classrooms supported by RSP teachers and instructional assistants. SDC students are supported through math provided by SDC teachers and instructional assistants. The Rtl framework is used to guide decisions in math ranging from homeroom assistance with the core curriculum through special education with an intervention curriculum. 	<p>Peter Knapik June 2008 – October 2008</p>		<p>\$1.5 million</p>	<p>IMFRP</p>
<p>2. The District utilized the following process to adopt and phase-in the 2007 mathematics curriculum by fall 2009, including:</p> <ul style="list-style-type: none"> - appoint one K-6 and one 6-8 math adoption committee - provide publisher presentation to committees - committees screen and narrow selection to two companies using a graphic organizer 	<p>Peter Knapik December 2007 – August 2009</p>		<p>See #1</p>	<p>See #1</p>

**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

<ul style="list-style-type: none">- two final publishers makes presentations to all math teachers- each teacher completes a math textbook evaluation form- each teacher completes a final vote on either company or neither- committee reconvenes to affirm vote (transparent process)- recommendation taken to Superintendent- recommendation taken to Board- orientation training provided- SB 472 training will be provided as well as 80 hour follow up – beginning summer 2009				
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**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

Required Elements	Persons Involved /Timeline	Related Expenditure	Estimated Cost	Funding Source
Instructional Materials: English-Language Arts (ELA)				
<p>1. The District is currently using Houghton Mifflin: Legacy of Literacy 2002 in grades K-6 and Holt Language Arts in grades 6-8. Both were adopted in March 2002. The District will adopt new language arts textbooks in 2009-10 for implementation in September 2010.</p> <ul style="list-style-type: none"> • The District provides universal access time for students who are working 1-2 years below grade level standards. • The District has adopted Voyagers in grades K-6 for students working more than two years below grade level (intensive and strategic students). • The District provides universal access/differentiated approaches and ancillary materials for English learners. Approaches provided to English learners include Project GLAD, SIOP, Thinking Maps, Kate Kinsella strategies, Susanna Dutro strategies (Systematic ELD). • Students with disabilities are addressed through an inclusion model which keeps RSP students in regular education classrooms supported by RSP teachers and instructional assistants. SDC students are supported through math provided by SDC teachers and instructional assistants. The Rtl framework is used to guide decisions in math ranging from homeroom assistance with the core curriculum through special education with an intervention curriculum. 	Peter Knapik 2002-10		NA	NA
<p>2. District process to adopt and phase-in the 2008 language arts curriculum by September 2010, including:</p> <ul style="list-style-type: none"> - appoint one K-6 and one 6-8 language arts adoption committee - provide publisher presentation to committees - committees screen and narrow selection to two companies using a graphic organizer - two final publisher makes presentations to all language arts teachers - each teacher completes a language arts textbook evaluation form - each teacher completes a final vote on either company or neither - committee reconvenes to affirm vote (transparent process) - recommendation taken to Superintendent - recommendation taken to Board - orientation training provided - SB 472 training will be provided summer 2010 	Peter Knapik 2009-10		NA	NA

**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

<ul style="list-style-type: none"> • The District has and will provide training to all paraprofessionals and/or instructional aides who work with English learners receive specific training in curriculum, instructional methods, and interventions appropriate to English learners. • Project GLAD • Voyagers • Thinking Maps • SIOP • Kate Kinsella strategies • Susana Dutro (Focused Approach) • Susana Dutro strategies (Systematic ELD) 	Peter Knapik /Angelica Sifuentes 2008-09		NA	NA
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**Mountain View School District
Program Improvement Year 3 LEA Plan Addendum**

Required Elements	Documenting Where Found in LEAP Addendum
Focus on High Priority Students	
1. The plan addresses the fundamental learning needs of English learners	
<ul style="list-style-type: none"> • Documents presence of or actions taken to provide ELD classes 	
<ul style="list-style-type: none"> • Documents district policies for placing English learners in ELD classes (as well as policies for exit from ELD) 	
<ul style="list-style-type: none"> • Documents instructional delivery strategies that render content comprehensible to students learning English 	
2. The plan addresses the fundamental learning needs of students with disabilities	
<ul style="list-style-type: none"> • Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities 	
<ul style="list-style-type: none"> • Documents presence of, or actions taken to create, collaboration among general education and special education teachers by grade level or program 	
3. The plan addresses the fundamental learning needs of other high priority students	
<ul style="list-style-type: none"> ▪ Documents uniform use or development of diagnostic and placement tests to determine students requiring strategic or intensive intervention in English/reading/ language arts and mathematics and to place them in appropriate intervention classes 	
<ul style="list-style-type: none"> ▪ Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in English/reading/language arts and/or mathematics 	
<ul style="list-style-type: none"> ▪ Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in English/reading/language arts and/or mathematics 	

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Mountain View School District

County District Code: 19-64816

Date of Local Governing Board Approval: June 26, 2008

District Superintendent: John R. Stoddard

Address: 3320 Gilman Road

City: El Monte

Zip Code: 91732

Phone: 626-652-4000

FAX: 626-652-4959

E-mail:
JStoddard@mtview.k12.
ca.us

Signatures:

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

John R. Stoddard

June 26, 2008

Signature of Superintendent

Printed Name of Superintendent

Date

Joe A. Moreno

June 26, 2008

Signature of Board President

Printed Name of Board President

Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Los Angeles County Office of Education

Name of External Organization

Linda Reed

June 26, 2008

Signature of External
Organization Representative

Printed Name of
External Organization Representative

Date

9300 Imperial Highway Downey, CA 90242-2890

562-922-6111

Address

Phone

Send this signed assurance page **no later than July 1, 2008**, to:

Debbie Rury, Consultant
NCLB Implementation Office
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814