

**WILLOWS UNIFIED SCHOOL DISTRICT - 1162661
LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM
DECEMBER 2009**

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.

Willows Unified School District (WUSD) is located in rural Glenn County, approximately 85 miles north of Sacramento. The district currently serves 1,723 students in grades K – 12. The district maintains three comprehensive schools and three alternative education sites. The three comprehensive schools include: Murdock Elementary, K-4; Willows Intermediate School, 5-8; and Willows High School, 9-12. The three alternative education schools include: Willows Elementary Community Day School, 1-8; Willows High Community Day School, 9-12; and Willows Continuation High School, 9-12. District level demographic percentages for 2008-09 were:

Ethnicity	Enrollment	Percent of Total Enrollment
American Indian	55	3.2
Asian	125	7.3
Pacific Islander	7	.4
Filipino	3	.2
Hispanic	656	38.4
African American	11	.6
White	848	49.6
Special Programs		
English Learners (EL)	309	18.1
Fluent-English-Proficient (FEP)	370	21.1
Free/Reduced Meals	1,010	59.1

Murdock Elementary and Willows Intermediate School entered into year 1 Program Improvement and Willows Community High School entered into year 2 Program Improvement in the fall of 2009. After examining the original district LEA Plan and data from all state and local assessments, steady growth is evident, but the Plan did not lead to sustained or increased academic achievement based on state targets for several reasons: there was a lack of a coherent districtwide curriculum plan for instructional time for English Language Arts (ELA), Mathematics, and English Language Development (ELD), common assessments and pacing guides were not central to academic instruction, and professional development opportunities were not fully met.

Under the leadership of the Superintendent, the district administration and school site leadership teams gathered data and information from the following self assessment tools and examined multiple data sources to determine the direction for coherent planning:

- Administering the District Assistance Survey (DAS) to develop programmatic clarity
- Administering the Academic Program Survey (APS) at all sites to determine improvement starting points
- Completing the English Learner Subgroup Self Assessment (ELSSA) to examine performance of English Learners on the CELDT, CST, and CAHSEE
- CST, CELDT, and CAHSEE results.

After analyzing the data, schoolwide targets were met and subgroups improved, with the exception of 2003-04 Mathematics for Hispanic. All areas show evidence of steady growth, but not enough to meet state mandated targets. The conclusion from the above information is the Plan failed to bring about sustainable increased student achievement because it lacked specific direction. The following changes to the LEA Plan are necessary to meet the increased growth targets of performance levels for all students as mandated by the state:

- Increase the instructional minutes requirements for ELA, Mathematics, and ELD
- Requiring and ensuring all teachers in the district are certified to teach English Learners
- Develop an effective English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) for parent involvement
- Continue to provide AB 430 training for all district administrators
- Continue to provide AB 466 training for all ELA and Math core content teachers
- Requiring administrators to develop with teachers common assessments and pacing guides to lead instruction
- Implement Professional Learning Communities (PLC) to establish coherent and collaborative relations to achieve overall goals.

Although Murdock Elementary and Willows Intermediate School (two of the three comprehensive schools in the district) have not been in Program Improvement status until the 2009 school year, it is noted there is a substantial portion of the district's student population, as evident in the subgroups, that are not meeting the state standard of proficient as measured by the state mandated assessments. Therefore, the district will work toward meeting the goal of 100% of the students scoring proficient by 2014.

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

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Funding Source
<p>WUSD will maintain a curriculum that is aligned to the State Standards and supports the academic needs of all students.</p> <p>The percentage of students in the LEA, school, and/or subgroup performing below the proficient level in either ELA or Math will decrease by at least 10% of that percentage from the preceding year and each year thereafter.</p> <p>The LEA, school, or subgroup will demonstrate at least a 95% participation rate.</p> <p>The LEA, school or subgroup will demonstrate at least a</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers Support Staff Leadership Teams</p> <p>EL Teachers Bilingual Aides Paraprofessionals School Site Councils ELAC</p>	<p>As measured by: CST/CELDT/ CAHSEE</p> <p>API/AYP/Title III reports</p>	<p>Salary costs Intervention salary costs Instructional materials and supplies</p>	<p>Title I Title I ARRA Title II Title III EIA General Fund</p>

<p>one-point growth in the API or will have a Growth API of 680 or more.</p> <p>The LEA or school will meet graduation rate criteria, as applicable.</p> <p>English Learners (EL) will make steady progress in developing academic English Language proficiency as measured by the CELDT and ELD Benchmark Assessments.</p> <ul style="list-style-type: none"> • Students will progress one level from their initial placement in one year and continue one level each year until reaching English Proficient level. • Students reaching the English Proficient level will maintain this level until reclassified fluent English Proficient. • Students not reaching Proficient level within 7 years will receive intensive intervention and will be examined for appropriate placement. 	<p>DELAC Parents</p> <p>EPCs – 1, 5, 9</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 the district will use and how those strategies will be used to strengthen the core academic program.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>WUSD is committed to the ongoing implementation of standards-based curricula and instruction to ensure student success.</p> <p>Develop a Districtwide Leadership Team to implement the LEA Plan and Addendum.</p> <p>Continue to strengthen teacher collaboration districtwide.</p> <ul style="list-style-type: none"> • Provide time for collaboration between grade levels and receiving school • Provide time for districtwide collaboration • Develop and promote Professional Learning Communities (PLC) • Promote collaboration time for vertical teams of teachers of English and Math 	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>As measured by: CST/CELDT/ CAHSEE</p> <p>API/AYP/Title III Growth</p> <p>Common Assessments</p> <p>Grade-level Review Teams</p>	<p>Salary Costs</p> <p>Student Information Software – Eagle Software</p>	<p>General Fund</p> <p>IMFRP</p> <p>Title I</p> <p>Title II</p> <p>Title III</p> <p>EIA</p>

<ul style="list-style-type: none"> • Provide time for greater collaboration between general education teachers and EL Teachers • Continue working with the Region 2 RSDSS Director and Title III Regional Lead to assist in the implementation of the LEA Plan addendum • Work with county curriculum director to continue alignment of standards-based curricula. <p>WUSD proposes the following activities to accomplish the academic goals:</p> <ol style="list-style-type: none"> 1. Create common assessments for ELA and Math and implement immediately. 2. Develop common pacing guides and implement immediately. 3. Develop a system to gather and disseminate the data compiled from common assessments. 4. Continue to assess each English Learner with ELD benchmark and CELDT. 5. Schedule grade level and department meetings bi-monthly for the purpose of developing continuity for common pacing guides and common assessments. 6. Work with county curriculum director to develop a schedule to continue with alignment of state adopted materials as state funding allows. 		<p>Implement during the 2009-2010 school year and evaluate each year</p>		
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>WUSD will identify at-risk students early in the school year and continue to implement more standards-based interventions to enhance their learning and increase their potential for successful performance in the core.</p> <p>Formalize the ELA, specifically reading and writing, intervention programs at each school site for students who are reading below proficient and/or one or more years below grade level. Identify specific reading and writing</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals</p>	<p>CST/CELDT/ CAHSEE</p> <p>API/AYP/Title III Growth</p> <p>Student list from Grade</p>	<p>Salary Cost</p>	<p>General Fund</p> <p>Title I Title IARRA Title II EIA</p>

<p>intervention curriculum materials.</p> <p>Review current programs and assess their use and effectiveness for specific student populations.</p> <p>Continue to provide ELA and Mathematics intervention programs at each school site using state adopted materials and/or certified supplemental materials for English Learners. Interventions to be provided during the school day as scheduled within the master schedule of each school, at lunch, and after school.</p> <p>Provide ELA and Mathematics teachers with collaboration time for vertical team meetings at least twice each school year. Teachers will collaborate on the effectiveness of the ELA and Mathematics intervention programs using student data from district and site assessments. Disaggregated data will be used to determine students identified for intervention.</p> <p>Continue daily monitoring of ELA, Mathematics, ELD and all instruction through Principal Walkthroughs.</p> <p>Maintain focus on monitoring Principal Walkthroughs in District Management Team Meetings.</p> <p>The PLC model will support development of a common instructional content – pacing guides for individual subjects, focused specific instruction, and monitoring of student learning on a timely basis, providing for interventions when students do not learn with additional time and support. At each site identified:</p> <ul style="list-style-type: none"> • Core subject learning targets • Common pacing guides by grade level or course • Common formative assessments to monitor student learning and data used to modify instruction based on results • Interventions identified and available to ensure student success. <p>Continue monitoring EL schedules to ensure that ELs have access to both the core curriculum in ELA and ELD.</p>	<p>Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>Level Meetings</p> <p>Recommendations from Teachers on Reading and Mathematics Intervention Programs</p> <p>Collaboration meetings will be scheduled</p> <p>Results from Principal Walkthroughs</p> <p>Review of: -Common Assessment -Pacing Guides -Disaggregate Data</p> <p>Review of EL schedules</p>		
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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 the LEA identified professional development needs of instructional staff and LEA plans to support professional development.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>Provide professional development and training opportunities for administrators and teachers for Professional Learning Communities.</p> <p>Provide additional professional development in direct instruction and specific strategies for providing ELD to all English Learners as appropriate.</p> <p>Continue providing ongoing professional development to administrators and teacher through the Tehama County Office of Education Leadership Series.</p> <p>Provide professional development opportunities for administrators and teachers to work with Glenn County Office of Education Curriculum Director to gain additional knowledge of state adopted curriculum.</p> <p>Continue to provide and encourage administrators to attend AB 430 Administrator Training Program.</p> <p>Continue to provide and encourage teachers to participate in AB 466 Training.</p> <p>Provide parents access to information on their students on the district website. The district will invest additional time and resources to make the ParentConnect program available to all parents districtwide and provide other resources to parents without internet access.</p> <p>Provide effective parent workshops and training in areas identified by parents and EL teachers through the ELAC, DELAC, and School Site Councils (SSC).</p> <p>Continue to focus on parent needs and ELAC, DELAC, SSC program requirements through meetings throughout</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Feedback from staff attending trainings – evidence by sharing new strategies at management team and staff meetings</p> <p>Reaction from Parents at SSC, ELAC, DELAC, and Parent Clubs</p> <p>Notable increased parent participation in district and site sponsored activities</p> <p>Reaction and transfer of learned strategies from Principal and Teacher training – AB 430 and AB</p>	<p>Training costs for presenters, materials, substitute teacher costs, and travel costs</p> <p>Technology support costs</p> <p>Expense for Parent Meetings and Trainings – material and childcare</p>	<p>Title I Title II Title III General Fund Title II - Tech</p>

the year. Continue to provide translation and childcare services for each meeting as needed.		466		
Encourage parent involvement in SSC, Parent Clubs, and after-school programs.				

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.

Title III Local Educational Agency Improvement Plan Addendum

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)**

A. Analysis of data and problems found.

Willows Unified School District met their AMAO 1 for three consecutive years from 2005-06 through 2007-08. The percentage of students not meeting the target for 2008-09 was .2%. As ELs progress through the grades, their proficiency level in English may increase, but not at the state targeted levels, and not at the percentage that are needed to score above the proficient level on the CST.

English Learners met their AMAO 2 in years 2005-06 and 2006-07, but in 2007-08 and 2008-09 the targets were not met. As the target increased each year, the percent meeting target decreased from 2006-07 and the trend continued downward to the current year.

The English Learner subgroup met AMAO 3 student participation rate targets every year in both ELA and Math. From 2004-05 to 2008-09, Math Percent Proficient continued a steady growth, but the ELA Percent Proficient dropped below the target after 2006-07.

Students at the Beginning level on the CELDT progressed at a higher percentage rate than at any other level. The number of students at the Intermediate level on the CELDT made the least amount of progress in growth. Students progress from Beginning to Early Intermediate to Intermediate, but far too many stay at the Intermediate level. The majority of the Intermediate ELs score at the Basic level on the CST/ELA. The concern is that students are advancing in their development of English, but are not scoring Proficient beyond the fourth grade. Students beyond grade 5 are scoring at Basic level or below.

There is a discrepancy between students scoring below Proficient levels in Math and ELA on the CST and the same

student's scoring at a passing rate on the CAHSEE. Most of the EL Intermediate scores are students scoring at Basic on the CST/Math. The students are not progressing to higher performance levels beyond the eighth grade on the CST.

RFEP students make great strides from grade 3 through grade 5 scoring mostly between Proficient to Advanced, but drop at grade 6 and then advance in grades 7 and 8 moving students to Proficient and Advanced. Students in grades 9, 10 and 11 reflect too few students, if any, scoring at the Proficient and Advanced levels.

In summary, the percentage of EL students passing the CAHSEE overall is high in both Math (81.82%) and ELA (90.0%) and reflects scores closely aligned with state percentages passed. CST performance levels and CAHSEE passing scores are not aligned. Students remain at intermediate levels on the CELDT and below proficient levels on the CST, but a high percentage pass the CAHSEE by the eleventh grade.

B. Strengths and Weaknesses of the current plan

Strengths:

- Curriculum mapping has been standardized and aligned to the CSTs and the state adopted textbooks. Grade Level review teams have been established to focus on at-risk students.
- The majority of the teachers in K-6 utilize the programs: Soar to Success, SIPPS, and Read Naturally. 3. Most of the administrators have completed the AB430 training and teachers have participated in the AB466 training.
- Teachers who are “trainers of trainers” will continue to provide the training to new teachers and administrators will continue to be encouraged by the district to attend AB466 training.
- Professional Development opportunities have been provided by the district and surrounding county offices to include: classroom data training from Fox, Essential Elements of Improvement from Schmoker, district data analysis, and other strategies.

Weaknesses:

- The current instructional minutes for ELA, Mathematics, and ELD is not sufficient to meet the needs of English Learners.
- The district has not followed through with requiring and ensuring all teachers in the district are certified to teach English Learners. The few teachers who are still “in-training” must obtain their authorization.
- The district and school sites need to work on developing an effective English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) for parent involvement. Get parents more involved in School Site Council and other district and site committees.
- Although the district has provided an opportunity for administrators to participate in the AB430 training, not all administrators have taken advantage of it.
- AB 466 training is available to teachers, but more teachers need to take advantage of this training and the district needs to find ways to make it convenient.
- There is an urgency to develop with teacher's common assessments and pacing guides to lead instruction. The curriculum mapping is in place, but the common assessments and pacing guides are not.

- The plan does not address the need for a Professional Learning Community (PLC) to establish coherent and collaborative relations to achieve overall goals.
- The conclusion from the above information is the plan failed to bring about sustainable increased student achievement.

C. Identify and describe factors contributing to failure to meet AMAO(s).

- Through classroom observations and reviewing the APS and DAS, English Learners may have remained at the Intermediate CELDT level because they do not have sufficient classroom time to develop sustainable skills to advance to higher levels on the CELDT and the CST. ELD instruction is not consistently presented and in some classrooms not at all. Students are not grouped according to CELDT levels and in most cases; teachers are unaware of EL CELDT level. The lack of structure in the ELD program may account for the student's inconsistent progress through CELDT proficiency levels and CST performance levels.
- Teachers need additional ELD materials to be successful in the classroom and during interventions.
- Through classroom observations, staff discussion, and reviewing the APS and DAS, lack of academic progress on the CELDT in Reading and Math and on the CST ELA and Math may be a result of inconsistencies in the implementation of the ELD program and teachers not using SDAIE strategies.
- Lack of monitoring may contribute to the inconsistencies in the implementation of the SDAIE and intervention strategies.
- Survey results revealed that student data collected from the CELDT and CST is not used effectively when placing students in the appropriate classroom or intervention. Data is disseminated, but not utilized.
- We need to get more Parent involvement in DELAC/ELAC and other school related committees. We need to get the parents involved in their child's education.

<i>Educational activities to improve English proficiency and academic achievement</i>	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodical through June 30, 2011)
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>Objective: Standardize ELD instruction to all students classified as EL at all grade levels.</p> <p>ELs will be given ELD instruction according to their CELDT level:</p>				

<ol style="list-style-type: none"> 1. District EL coordinator will provide CELDT results to Site EL coordinator and Site Principal. 2. CELDT results will be disseminated to teachers. 3. ELs will be grouped in classes according to their CELDT level and grade, as possible. 	01/2010	District EL and Site EL Coordinator Site Principal Site Teachers ↓	N/A	
ELD instruction will be provided for all ELs daily:	01/2010 – 11/2010		N/A	
<ol style="list-style-type: none"> 1. 2009 CELDT results will be analyzed by the District and Site EL Coordinators along with the Site Principals to ensure proper placement of EL students in classrooms. 	02/2010		N/A	
<ol style="list-style-type: none"> 2. Teachers will provide daily ELD instruction fully implementing the core curriculum for a minimum of 30 minutes. 3. The current curriculum and assessments will be evaluated by the Principals and Teachers to ensure its effectiveness. 	01/2010 – 11/2010		N/A	
<ol style="list-style-type: none"> 4. District EL Coordinator will collaborate with Principals and Site EL Coordinators to ensure appropriate placement and effective monitoring of program at the site. 	Every two weeks beginning – 01/2010			
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)				

<p>K-12 Strategies for Improving Reading/Language Arts:</p> <ol style="list-style-type: none"> 1. Principals will conduct classroom visits twice a month to monitor the implementation of ELD. 2. Site EL Coordinator will work with teachers to ensure materials meet the needs of the students. 3. Principals will work with teachers to develop pacing guides and common assessments on all curriculum to include ELD. 4. Principals will conduct informal walk-through in each classroom to check that teachers are adhering to pacing guide. 5. Monthly management team meetings will include discussing the results of the Principal observations. 6. Evaluation of state-adopted materials and supplementary materials (Accelerated Reading and Accelerated Math) to determine its effectiveness and if purchasing additional materials is necessary. 7. Evaluate all computers to determine the need for updating or replacing. 	<p>Every two weeks beginning – 01/2010</p> <p>01/2010 – 08/2010</p> <p>02/2010</p> <p>02/2010</p> <p>01/2010</p>	<p>District EL and Site EL Coordinator</p> <p>Site Principal</p> <p>Site Teachers</p> <p>Superintendent</p>	<p>N/A</p> <p>IMFRP - \$25,000</p> <p>Title I and EIA - \$10,000</p>	
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>K-12 Strategies for Improving Mathematics:</p> <ol style="list-style-type: none"> 1. Site EL Coordinator will work with 	<p>01/2010 –</p>	<p>District EL and</p>	<p>N/A</p>	

<p>teachers to ensure materials meet the needs of the students.</p> <ol style="list-style-type: none"> 2. Principals will work with teachers to develop pacing guides and common assessments on all curriculum to include ELD. 3. Principals will conduct informal walk-through in each classroom to check that teachers are adhering to pacing guides and curriculum. 4. Monthly management team meetings will include discussion on the results of the Principal observations. 5. Evaluation of state-adopted materials and supplementary materials (Accelerated Reading and Accelerated Math) to determine its effectiveness and if purchasing additional materials is necessary. 6. Evaluate all computers to determine the need for updating or replacing. 	<p>11/2010</p> <p>02/2010</p> <p>02/2010</p> <p>01/2010</p>	<p>Site EL Coordinator</p> <p>Site Principal</p> <p>Site Teachers</p> <p>Superintendent</p>	<p>IMFRP - \$25,000</p> <p>Title I and EIA - \$10,000</p>	
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>Objective: Coordinate districtwide professional development opportunities focusing on ELs.</p> <ol style="list-style-type: none"> 1. Principals, Teachers, and Paraprofessionals will attend a districtwide buyback day to review student data from the most current CELDT, CST, and CAHSEE. 2. Principals, Teachers, and 	<p>08/2010</p> <p>10/2010</p>	<p>Superintendent</p> <p>Principals, District EL Coordinator, and EL Site Coordinators</p>	<p>Title II - \$20,000</p>	

<p>Paraprofessionals will follow-up with most current student CELDT scores during districtwide in-service days.</p> <ol style="list-style-type: none"> 3. Follow-up with districtwide in-service days that focus on understanding data from classroom assessments. 4. All K-6 and ELD teachers will utilize the Accelerated Reading and Accelerated Math Programs in place and attend workshops to enhance their understanding of the program. Teachers will target EL students at the CELDT Intermediate levels and develop strategies to advanced levels. 5. Provide professional development opportunities for staff to attend workshops/trainings centered on how to improve student achievement using classroom data and achievement data. 6. Principals and teachers will research additional models for instruction to meet the demands of at-risk and ELs. (SIOP – Sheltered Instruction Observation Protocol Model). 7. SB 472 training will be offered to teachers by the district during intercession and summer. 8. Principals will take advantage of the AB 430 training offered by the Shasta County Office of Education. 9. All teachers “in-training” will have their CLAD authorization. 	<p>Approx. six days throughout the school year.</p> <p>01/2010</p> <p>Workshop Series: Beginning 10/2009 and continuing through 02/2010</p> <p>Ongoing</p> <p>2010 - 2011</p> <p>2010 - 2011</p> <p>06/2011</p>	<p>Region 2 – RSDSS – Tehama County Office of Education - \$2,000</p> <p>District Teachers who are “Trainers of Trainers”</p> <p>Superintendent</p>	<p>Title I - \$5,000</p> <p>Title I & EIA - \$5,000</p> <p>Title II \$10,000</p> <p>Title II \$1,000 (2 participants)</p>	
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including</p>				

<p>coordination efforts with other ESEA programs.</p> <p>Objective: Provide meaningful opportunities for parents to participate in the educational community.</p> <ol style="list-style-type: none"> 1. In a timely manner, communicate district and school information with parents utilizing monthly newsletters, ParentSchool Connects, local newspapers, School Site Councils, and School Board Meetings. 2. Provide information to parents, in a timely manner, about student placement in any special program. 3. Continue to post schools' Parent Involvement Policy, Single Plan for Student Achievement, LEA Plan, and School Accountability Report Card on the district's website. 4. Provide parents access to school computers if none are available. 5. District and Site EL Coordinators will work together to develop strategies to increase parent involvement for DELAC and ELAC. 6. Prepare all documents to be sent home in Spanish. 7. Train administrators and staff on effective parent involvement strategies. 	<p>Monthly</p> <p>When student placement changes – immediately!</p> <p>Monthly</p> <p>Ongoing</p> <p>01/2010</p> <p>Ongoing</p> <p>01/2010</p>	<p>Superintendent Principals, District Categorical Director, Site EL Coordinators</p>	<p>Title I - \$2,000</p> <p>District - \$5,000</p>	
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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

<p>Please describe those activities and how the LEA will incorporate them.</p>	<p>Who will be involved? Related EPC</p>	<p>Evidence of Achievement</p>	<p>Related Expenditures</p>	<p>Estimated Cost/Funding</p>
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				Source
<p>WUSD will continue to incorporate activities before school, after school, intercessions, and summer school as appropriate.</p> <p>Provide additional classes, during, before and after school for intensive intervention for students whose performance level is basic, below basic, and far below basic on CST at all grade levels.</p> <p>Effectively communicate to all stakeholders the importance of standards-based grade level and course level expectations.</p> <p>Provide baseline data on student performance at grade level meetings and staff meetings to identify additional needs beyond academic needs. Develop an opportunity for healthy discussion among administrators, staff, and parents on student progress to promote student success.</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 4, 5, 8</p>	<p>Increased student performance levels – CST, CELDT, Student Report Cards</p>	<p>Teacher meetings – substitute costs</p>	<p>Title I Title III EIA</p>

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>Provide effective parent meetings and trainings to ensure understanding of standards, curriculum, and state and federal accountability.</p> <p>Provide parents with access to ParentConnect to ensure parents are actively involved in their child's academic progress.</p> <p>Continue to provide and opportunity for Parent-Teacher conferences, informational newsletters, SchoolConnects phone messaging for up to date information.</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p>	<p>Increased Parent Involvement</p>	<p>Technology support</p>	<p>Title I Title III EIA Title II - technology</p>

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

LEA Plan Information:

Name of Local Educational Agency: Willows Unified School District

County District Code: 11-62661

Date of Local Governing Board Approval: December 10, 2009

District Superintendent: Dr. Steven Olmos

Address: 823 West Laurel Street

City: Willows

Zip Code: 95988

Phone: 530-934-6600

FAX: 530-934-6609

**E-mail:
solmos@willowsunified.org**

Signatures:

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

	Dr. Steven Olmos	12-10-09
Signature of Superintendent	Printed Name of Superintendent	Date
	Sherry Brott	12-10-09
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

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., Title III regional lead.*