

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): Willows Unified School District

County/District Code: 11-62661

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval:

District Superintendent: Dr. Steven Olmos

Address: 823 West Laurel St.

City: Willows Zip code: 95988

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dr. Steven Olmos

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Sherry Brott

Printed or typed name of Board President	Date	Signature of Board President
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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of such programs implemented by local schools and districts. The Categorical Program Monitoring (CPM) is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs 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, the 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 Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.
6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
X	1. Obtain input from councils, committees, and community members.
X	2. Include the LEA’s vision/mission statement, description/profile.
X	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
X	4. Analyze current educational practices, professional development, staffing, and parental involvement.
X	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
X	6. Review all available resources from federal, state, and local levels.
X	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
X	8. Obtain local governing board approval of the LEA Plan.
X	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
X	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
X	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part D, Neglected/Delinquent	X	School & Library Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology	X	Pupil Retention Block Grant
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Other (describe):	X	Other (describe): Community Based English Tutoring (CBET)
	Other (describe):	X	Other (describe) English Language Acquisition Program (ELAP)

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2007-08

Please complete the following table with information for your district.

Programs	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
Title I, Part A	72,273	619,895	563,439	91%
Title II Part A, Subpart 2, Improving Teacher Quality	75,471	141,703	134,220	95%
Title II, Part D, Enhancing Education Through Technology	5,065	15,389	14,038	91%
Title III, Limited English Proficient	42,771	26,505	69,276	93%
Title IV, Part A, Safe and Drug-free Schools and Communities	18,127	5,971	23,687	93%
Title V, Part A, Innovative Programs	18,960	2,753	21,713	93%
Other (describe)				
TOTAL	232,667	812,216	826,373	

DISTRICT BUDGET FOR STATE PROGRAMS – 2007-08

Please complete the following table with information for your district.

Categories	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
EIA – Limited English Proficient	80,995	277,401	330,674	90%
School & Library Improvement Block Grant	42,515	149,068	161,492	80%
Tobacco Use Prevention Education – (Prop. 99)	0	2,270	2,270	100%
School Safety and Violence Prevention Act (AB 1113)	8,382	40,137	45,758	93%
Pupil Retention Block Grant	13,094	13,094	25,287	93%
Other (describe) COMMUNITY BASED ENGLISH TUTUORING	20,433	9,051	Na	Na
ELAP-ENGLISH LANGUAGE ACQUISITION PROGRAM	7,593	8,800	15,788	93%
TOTAL	173,012	499,821	581,269	

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Professional Development and Hiring

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and

serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)).

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

Willows Unified School District utilized the following groups/committees/surveys to compile and evaluate information for the LEA Plan:

- School Site Councils
- Staff Meetings
- Administrative Meetings
- District-wide needs assessment surveys (District-wide/School-wide Program)
- Professional Development Survey
- ELAC/DELAC/Migrant Education Advisory Meetings
- WASC Review Committee
- School Leadership Team
- Grade Level/Department Meetings

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

Mission Statement

Willows Unified School District will strive to provide a safe, enriched, student-centered learning environment where each student can:

- Realize his/her full academic potential
- Develop respect and tolerance for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

Willows Unified School District is located in the rural agricultural community of Willows in the northern section of the Sacramento Valley. The community has a population of approximately six thousand and is the county seat for Glenn County. There are approximately 1,783 students in grades K-12, served by 96 teachers, 9 administrators, and 67 classified staff. According to the 2007 California Basic Educational Data System (CBEDS), Willows Unified School District Students include: 49% White, 40% Hispanic/Latino, 7% Asian, 3% American Indian/Alaska Native, and .8% African American. Based on the Spring 2007 Language Census, English Learners constitute 16% of the school's population; and 22% are Fluent-English Proficient. More than 57% of our students qualify for free/reduced lunch. Approximately, 20% of the graduates go directly to four-year colleges, 50% go to community colleges or vocational schools, and the remaining students enter the work force or work on family farms and/or businesses.

Willows Unified School District has one elementary school (K-4), one middle school (5-8), one comprehensive high school (9-12), one alternative high school (9-12) and three community day schools (K-4, 5-8, & 9-12). The district has a Director of Technology, a Nurse serving all schools and Counselors and Library Clerks at all sites.

Murdock Elementary School has an enrollment of 680 students with thirty-eight teachers serving students that are mostly White, Hispanic, and Asian. The core curriculum consists of English, reading, math, science, social studies, and physical education as mandated by the State Board of Education and set forth in the district curriculum guidelines and standards. The content of the curriculum is the same for all students, but the method of delivery is adjusted to meet individual student needs. Some of the adjustments may include program changes, altering the amount and/or difficulty of homework assignments, using cooperative learning techniques, assigning peer tutors, participating in team teaching, and consulting with the parents and support

services (i.e., psychologist, counselor, speech and language therapist). In addition to the support services, a full time music teacher, a full time ELD teacher, a computer lab, and the noon-time and after school intervention programs provide a complete setting for student learning.

Willows Intermediate School accommodates all students in grades 5-8. Willows Intermediate School has 24 classrooms. Each classroom averages up to 35 students in either a homeroom or a specialized setting. Along with the demands of a standards-based curriculum in all core subjects taught, Willows Intermediate provides opportunities for students to take classes in music, drama, and computer skills. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school that there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school.

Coinciding with the district goal of making Willows Unified a place “*Where All Can and Will,*” Willows Intermediate School will *strive for the reality of being a true school of achievement*. It is the desire of our school community to provide a safe and enriched, student learning environment. We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

Willows High School is a comprehensive high school that attempts to meet the needs of all students. Many students are prepared to take advantage of the higher education programs offered at University of California campuses, California State Universities, and Community Colleges. However, this comprehensive high school provides balanced vocational and academic educational opportunities for all of its students with industrial arts, home economics, business, fine arts, and regional occupational programs.

The school complements its educational excellence with equally renowned athletics, clubs and social activities, contributing in many ways to the development of Willows youth. Willows’ reputation for success extends beyond our community. Several championship athletic teams, along with an active FFA chartered club, and a successful academic decathlon team represent the widespread diversity of activities available to Willows’ students.

Willows High School is an ever-changing school, which continually adjusts to meet the needs of the Willows community. A major strength is that the staff, students, administration, and parents work together for continued development.

Willows Community High School is an alternative high school setting meeting the needs of students in grades 9 – 12. The students attending this school face many challenges and are considered at-risk. It is the desire of this alternative setting to create a curriculum that serves their individual needs and allows them to mainstream back to the comprehensive high school, if that is their path. On site counseling, a county psychologist, small class sizes, and opportunities for parent involvement provide an ideal setting for potential success.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts and Mathematics, by 2013-2014.

Planned Improvement in Student Performance in English Language Arts

Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ❑ Identify key or focus English Language Arts standards in terms of importance ❑ Provide time for teachers and principals for in-depth ongoing data analysis and discussion of state standards ❑ Train principals and teachers to use multiple measure data to drive instruction and identify at risk students in need of immediate interventions ❑ Train teachers to start with standards and assessments to plan instruction ❑ Continue to work on adopting standards-based report cards at all schools ❑ Encourage teachers to reference the standards being taught ❑ All new teachers will participate in BTSA (Beginning Teacher Support and Assessment), which focuses on standards 	<p>Superintendent Principals Dir. of Special Projects Teachers</p> <p>Ongoing</p>	<p>Staff Development Consultant Fees BTSA Stipends</p>	<p>\$50,000</p>	<p>Title I Title II General Fund BTSA/PAR</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ❑ All materials will be purchased that are on the State Adopted List (K-8) or aligned with the standards (9-12) ❑ Sites will obtain local governing board approval of all adoptions ❑ Each grade level will use multiple assessments to plan instruction, provide interventions and inform parents of child's progress ❑ Use informal and formal assessments to determine student needs and to guide classroom lesson planning ❑ Train teachers in the use of differentiated instruction to meet the needs of all students. 	<p>Superintendent Principals Dir. of Special Projects Teachers</p> <p>Ongoing</p>	<p>Staff Development – training of standards based curriculum and effective strategies</p> <p>Supplemental Reading Instruction Materials</p>	<p>\$50,000</p>	<p>Instructional Materials Fund Title I SIP EIA General Fund Title II Buy-Back Staff Dev.</p>

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ❑ Evaluate current before, during, and after school intervention programs ❑ Develop a list of successful intervention strategies and programs ❑ Continue intervention courses for California High School Exit Exam ❑ In conjunction with summer school program – Parent Preparedness Program for incoming kindergarteners 	<p>Teachers Counselors Principals Dir. of Special Projects</p> <p>Before/After School Saturdays Intersession Summer School</p>	<p>Supplementary Materials Computers and Software for supplemental instruction</p> <p>Salaries for teachers and aides</p>	<p>\$50,000</p>	<p>Title I CBET SIP General Fund</p>
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Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ❑ Use computers and selected software in classrooms, libraries and computer labs for targeted practice in reading comprehension and writing strategies including Accelerated Reader and writing practice ❑ Multimedia computers in all classrooms 	<p>Technology Coordinator Principals Teachers Paraprofessionals Dir. of Special Projects</p>	<p>Computers Software Staff Development</p>	<p>\$100,000</p>	<p>Title I Title II General Fund SIP EIA</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ❑ Implement school-wide and district-wide collaboration time for teachers to plan for effective standards-based instruction and assessment ❑ Peer Observations ❑ BTSA – focus on standards based reading/language arts materials ❑ As district adopts new standards-based reading materials, teachers will participate in professional development for planning ❑ District, staff, and grade level meetings will focus on effective standards based instruction ❑ Encourage administrators to participate in AB 75 Principal Training 	<p>Superintendent Principals Teachers Dir. of Special Projects Paraprofessionals</p>	<p>Salaries Instructional Materials Consultants</p>	<p>\$50,000</p>	<p>Title II General Fund Instructional Materials Fund Title I</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ❑ Inform parents, students, and community of standards at each grade level and in each core subject area ❑ Inform parents, students, and community of the purpose of standards and assessments, intended results, and a brief timeline of planned yearly activities ❑ Provide each parent with his/her child’s individual assessment results and provide explanations for interpretation ❑ Involve parents as classroom helpers informally ❑ Maintain a School Site Council at each school with staff, parent, and community representatives. Each council receives reports on overall student assessment results in reading and communicates results to the entire school community. Site Councils also contribute input on how to improve school reading programs. ❑ Inform parents and school community about school site policy and procedures through newsletters and parent handbooks ❑ Invite parents to conferences, Back to School Nights, Open House, Project Night, and Arts Festival 	<p>Superintendent Principals Dir. of Special Projects Teachers</p>	<p>Parent Pamphlets Newsletters Postage</p>	<p>\$10,000</p>	<p>General Fund Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ❑ Provide Title I Teachers and Instructional Aides with training in research proven reading strategies to help students acquire reading skills ❑ Title I Teachers will provide one-on-one reading instruction ❑ Provide CAHSEE remediation/intervention for students failing exam ❑ Formal and informal early intervention procedures will be used for identifying students at-risk of school failure, including Student Study Teams, Grade Level Review Teams, and the WUSD Promotion/Retention process 	<p>Administrators Teachers Instructional Aides Counselors</p>	<p>Title I Teachers Title I Instructional Aides</p>	<p>\$445,000</p>	<p>Title I General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ❑ Fully support the Public Schools Accountability Act ❑ Participate in all phases of the state’s standards-based assessment system, including the California Standards Tests ❑ Use test data and API (Academic Performance Index) results to monitor programs and drive changes in instructional 	<p>Dir. of Special Projects Superintendent Principals Teachers Technology</p>	<p>Testing/Data Consultant Data Collection and Analysis</p>	<p>\$40,000</p>	<p>Title I General Fund State Testing Reimbursement Title II</p>

<p>practice, when needed</p> <ul style="list-style-type: none"> ❑ Develop, share, and evaluate common standards-based assessments on an ongoing basis ❑ Regularly assess students’ mastery of standards by examining student work and re-teach as needed ❑ Each site will have a Single Plan for Student Achievement updated annually, and the principal and School Site Council will have the responsibility for monitoring progress and making needed revisions ❑ Support continued training of certificated and classified toward district wide database (SASI XP) for monitoring student progress 	Coordinator			
Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ❑ Before/After School and Intervention Programs will target students scoring “basic” or below on standardized tests or “at-risk” on site multiple measures ❑ Periodic assessments and teacher recommendations will be used to determine specific student needs and target instruction ❑ Intervention and summer school will be offered to students who are “basic” or below grade level ❑ Students in grades 11 to 12 who fail the English/Language Arts section of the CAHSEE will be provided with after school intervention 	Principals Counselors Teachers	Teachers – training Instructional Materials	\$10,000	Title I Title II
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> ❑ Counselors ❑ Migrant Education ❑ Alternative Education options for students at-risk ❑ Collaborative Planning Time tied to implementation of state standards and analysis of student work ❑ Library and Computer Lab use ❑ Extended Library hours - 3 to 4 days/week ❑ Glenn County Office of Education 	Dir. of Special Projects Principals Superintendent Teachers GCOE support staff	Teachers for extended library use Materials	\$10,000 \$200,000	Title I General Fund

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts and Mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ❑ Identify key or focus mathematics standards in terms of importance ❑ Provide time for teachers and principals for in-depth ongoing data analysis and discussion of state standards ❑ Train principals and teachers to use multiple measure data to drive instruction and identify at risk students in need of immediate interventions ❑ Train teachers to start with standards and assessments to plan instruction ❑ Continue to work on adopting standards-based report cards at all schools ❑ Encourage teachers to reference the standards being taught ❑ All new teachers will participate in BTSA (Beginning Teacher Support and Assessment), which focuses on standards 	<p>Superintendent Principals Dir. of Special Projects Teachers</p> <p>Ongoing</p>	<p>Staff Development Consultant Fees BTSA Stipends</p>	<p>\$50,000</p>	<p>Title I Title II General Fund BTSA/PAR</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ❑ All materials will be purchased that are on the State Adopted List (K-8) or aligned with the standards (9-12) ❑ Sites will obtain local governing board approval of all adoptions ❑ Each grade level will use multiple assessments to plan instruction, provide interventions and inform parents of child's progress ❑ Use informal and formal assessments to determine student needs and to guide classroom lesson planning 	<p>Superintendent Principals Dir. of Special Projects Teachers</p> <p>Ongoing</p>	<p>Staff Development – training of standards based curriculum and effective strategies</p> <p>Supplemental Mathematics Instruction Materials</p>	<p>\$50,000</p>	<p>Instructional Materials Fund Title I SIP EIA General Fund Title II Buy-Back Staff Dev.</p>

<ul style="list-style-type: none"> ❑ Train teachers in the use of differentiated instruction to meet the needs of all students. 				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ❑ Evaluate current before, during, and after school intervention programs ❑ Develop a list of successful intervention strategies and programs ❑ Continue intervention courses for California High School Exit Exam ❑ In conjunction with summer school program – Parent Preparedness Program for incoming kindergarteners 	<p>Teachers Counselors Principals Dir. of Special Projects</p> <p>Before/After School Saturdays Intersession Summer School</p>	<p>Supplementary Materials Computers and Software for supplemental instruction</p> <p>Salaries for teachers and aides</p>	<p>\$50,000</p>	<p>Title I CBET SIP General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ❑ Use computers and selected software in classrooms, libraries and computer labs for targeted practice in computation and problem solving, including Accelerated Math and other math skills software ❑ Multimedia computers in all classrooms 	<p>Technology Coordinator Principals Teachers Paraprofessionals Dir. of Special Projects</p>	<p>Computers Software Staff Development</p>	<p>\$100,000</p>	<p>Title I Title II General Fund SIP EIA</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ❑ Implement school-wide and district-wide collaboration time for teachers to plan for effective standards-based instruction and assessment ❑ Peer Observations ❑ BTSA – focus on standards based mathematics materials ❑ As district adopts new standards-based mathematics materials, teachers will participate in professional development for planning ❑ District, staff, and grade level meetings will focus on effective standards based instruction ❑ Encourage administrators to participate in AB 75 Principal Training 	<p>Superintendent Principals Teachers Dir. of Special Projects Paraprofessionals</p>	<p>Salaries Instructional Materials Consultants</p>	<p>\$50,000</p>	<p>Title II General Fund Instructional Materials Fund Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ❑ Inform parents, students, and community of standards at each grade level and in each core subject area ❑ Inform parents, students, and community of the purpose of standards and assessments, intended results, and a brief timeline of planned yearly activities ❑ Provide each parent with his/her child’s individual assessment results and provide explanations for interpretation ❑ Involve parents as classroom helpers informally 	<p>Superintendent Principals Dir. of Special Projects Teachers</p>	<p>Parent Pamphlets Newsletters Postage</p>	<p>\$10,000</p>	<p>General Fund Title I</p>

<ul style="list-style-type: none"> ❑ Maintain a School Site Council at each school with staff, parent, and community representatives. Each council receives reports on overall student assessment results in mathematics and communicates results to the entire school community. Site Councils also contribute input on how to improve school mathematics programs. ❑ Inform parents and school community about school site policy and procedures through newsletters and parent handbooks ❑ Invite parents to conferences, Back to School Nights, Open House, Project Night, and Arts Festival 				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ❑ Provide Title I Teachers and Instructional Aides with training in research proven reading strategies to help students acquire reading skills ❑ Title I Teachers will provide one-on-one reading instruction ❑ Provide CAHSEE remediation/intervention for students failing exam ❑ Formal and informal early intervention procedures will be used for identifying students at-risk of school failure, including Student Study Teams, Grade Level Review Teams, and the WUSD Promotion/Retention process 	Administrators Teachers Instructional Aides Counselors	Title I Teachers Title I Instructional Aides	\$445,000	Title I General Fund
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ❑ Fully support the Public Schools Accountability Act ❑ Participate in all phases of the state’s standards-based assessment system, including the California Standards Tests ❑ Use test data and API (Academic Performance Index) results to monitor programs and drive changes in instructional practice, when needed ❑ Develop, share, and evaluate common standards-based assessments on an ongoing basis ❑ Regularly assess students’ mastery of standards by examining student work and re-teach as needed ❑ Each site will have a Single Plan for Student Achievement updated annually, and the principal and School Site Council will have the responsibility for monitoring progress and making needed revisions ❑ Support continued training of certificated and classified 	Dir. of Special Projects Superintendent Principals Teachers Technology Coordinator	Testing/Data Consultant Data Collection and Analysis	\$40,000	Title I General Fund State Testing Reimbursement Title II Title III

toward district wide database (SASI XP) for monitoring student progress				
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> ❑ Before/After School and Intervention Programs will target students scoring “basic” or below on standardized tests or “at-risk” on site multiple measures ❑ Periodic assessments and teacher recommendations will be used to determine specific student needs and target instruction ❑ Summer school will be offered to students who are below grade level ❑ Students in grades 11 to 12 who fail the Mathematics section of the CAHSEE will be provided with after school tutoring 	Principals Counselors Teachers	Teachers – training Instructional Materials	\$10,000	Title I Title II Title III
10. Any additional services tied to student academic needs: <ul style="list-style-type: none"> ❑ Counselors ❑ Migrant Education ❑ Alternative Education options for students at-risk ❑ Collaborative Planning Time tied to implementation of state standards and analysis of student work ❑ Library and Computer Lab use ❑ Extended Library hours - 3 to 4 days/week ❑ Glenn County Office of Education 	Dir. of Special Projects Principals Superintendent Teachers GCOE support staff	Teachers for extended library use Materials	\$10,000 \$200,000	Title I General Fund Title III

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 - d. Describe how the LEA will promote parental and community participation in LEP programs.

1a. The following basic instructional services are currently provided to students identified as English Learners:

- **Structured English Immersion:** English Learners who have “less than reasonable fluency in English” (CELDT Levels 1-3) receive daily designated instruction in English Language Development (ELD) and access to core content subjects through Specially Designed Academic Instruction in English (SDAIE).
- **English Language Mainstream:** English Learners who have “reasonable fluency in English” (CELDT Levels 4-5) receive daily instruction in ELD based on their language proficiency needs and grade-level
- Title III funds will be used to provide Intervention and Intersession supplemental services to targeted English Learners by hiring personnel and purchasing supplemental materials.

1b. The ELD Teachers and Site Administrators will use Title III funds in the following areas to evaluate and monitor student progress and identify staffing needs:

- Interventions for English Learners who are not making adequate progress on interim benchmarks
- Provide on-going professional development and coaching to teachers in the areas of ELD and SDAIE instruction
- Provide SB 395 training to teachers who still need to be trained and certified
- Create and refine annual goals for EL students.

1c. Achievement and progress of English Learners are monitored to ensure that they are making adequate progress toward established goals and benchmarks. All English Learner records are maintained in a language development folder. The information in the folder is updated annually and accompanies the students as he/she changes schools. ELD teachers assigned to school sites are responsible for gathering and monitoring and maintaining English Learner records. They also coordinate English Learner testing, provide input on student placements and provide support and data for IEP and Student Study Team meetings.

The ELD teacher works together with the site principal for appropriate classroom placement of English Learners. The principals also ensure appropriate teacher authorizations, visit classrooms to monitor ELD and SDAIE instruction, schedule and attends DELAC meetings and ensure implementations of district plans to meet the academic needs of English Learners.

Site personnel maintain a database and provide updated English Learner test data to the district and to classroom teachers on a regular basis. The Director of Special Projects schedules meeting with site English Learner teachers to discuss issues regarding English Learner program implementation.

		<p>Title III funds will be used to provide training in the following areas:</p> <ul style="list-style-type: none"> ▪ BCLAD/CLAD/SB 395 training ▪ Standards-based instructional planning for ELD, ELA, Math and SDAIE <p>1d. Title III funds will be used to encourage and promote active involvement from parents of English Learners. All schools currently have written parent involvement compacts and recruit for representation on DELAC and School Site Councils. Community-Based English Tutoring classes are provided to assist parents of English Learners an opportunity to improve their English skills.</p>
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Title III funds will enhance the current instructional program for English Learners by providing:</p> <ul style="list-style-type: none"> ▪ Release time for teachers to meet by grade level to discuss and review English Learner progress ▪ Staff training – SB 395 and BCLAD/CLAD ▪ Supplemental reading materials to supportt the “Into English!” program used at the elementary and middle schools ▪ Additional programs to support direction of ELD program

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Title III funds will be used in the following ways to include training and strategies that specifically meet the needs of English Learners:</p> <ul style="list-style-type: none"> ▪ Teacher Certification Training – BCLAD/CLAD/SB 395 ▪ SDAIE Training ▪ ELD instructional strategies for instructional aides ▪ Training in adopted ELA/ELD materials ▪ Cross curricular collaboration within sites and district-wide 	
	4. Upgrade program objectives and effective instructional strategies.	Yes	<p>If yes, describe:</p> <p>Title III funds will be coordinated by the Director of Special Projects and the ELD teachers at all sites and targeted for the following:</p> <ul style="list-style-type: none"> ▪ Adopting supplementary materials ▪ Intervention programs ▪ Intervention materials ▪ Reviewing disaggregated data ▪ Evaluation of student progress ▪ Supplemental program purchase effectiveness
Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	<p>If yes, describe: ELD Teachers will evaluate and implement research-based best practices and highly successful intervention as follows:</p> <ul style="list-style-type: none"> ▪ Small group and /or individual instruction ▪ Before and after school programs ▪ Specific interventions and curriculum designed to meet identified student needs ▪ Extended learning opportunities ▪ Supplemental support program
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	<p>If yes, describe: In conjunction with Title I, the following are collaborative partners in extending the regular instructional programs for English Learners:</p> <ul style="list-style-type: none"> ▪ CBET (Community-Based English Tutoring) ▪ AVID (Advancement Via Individual Determination) ▪ Migrant Education ▪ City of Willows Recreation – After School Program - MTEC (Math Tutoring Enrichment Club) ▪ Glenn County Office of Education – Friday Night Live, Tobacco Use Prevention Program, SPARK, Adult Literacy
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	<p>If yes, describe: Title III will help support continued improvement of English proficiency and academic achievement for English Learners by providing training in ELD and professional development opportunities for teachers and instructional aides.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	If yes, describe: <ul style="list-style-type: none"> ▪ CBET (Community Based English Tutoring) ▪ Parent Education Meetings/Forums ▪ DELAC (District English Learner Advisory Council) ▪ Migrant Education ▪ Standards Pamphlets in Spanish ▪ Newsletters ▪ Parent Conferences ▪ Back to School Night ▪ Open House ▪ Project Night ▪ Adult/Family Literacy Program
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes	If yes, describe: <ul style="list-style-type: none"> ▪ Use SASI XP as a database to chart student progress ▪ Accelerated Reader and Math ▪ School and District translated flyers and standards pamphlets ▪ Classrooms have multimedia computers ▪ Computer labs at all school sites with teacher directed computer time scheduled daily and/or weekly ▪ Update websites and district phone messages to include translation option
	10. Other activities consistent with Title III.	Yes	If yes, describe: <ul style="list-style-type: none"> ▪ Supplemental materials ▪ Tutorials ▪ Technology software for EL students ▪ In-service for paraprofessionals and certificated staff ▪ CELDT materials, assessments, and results coordinated at district

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ul style="list-style-type: none"> ▪ Reasons for the identification of their child as English Learner as based on the Home Language Survey response and initial score on the CELDT test ▪ Child’s level of English proficiency and how it was assessed - explanation of the CELDT level and exam ▪ Descriptions of instructional methods their child will receive, including the materials to be used, subjects to be taught, authorization of teacher, benchmarks, and yearly goals ▪ Description of how the programs meet the needs of the child, as a result of the Categorical Program Monitoring (CPM), research, and past successful experiences ▪ Program design and exit requirements

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Following initial placement, parents are informed in writing of their child’s scores through report cards and if there are changes in program classification.</p> <p>Quarterly ELAC/DELAC/Migrant Education meetings focus on informing parents about instructional programs and how they can support their child’s academic achievement.</p> <p>Annual parent notification, within 30 days of the beginning of each school year, includes detailed program descriptions, options, and parents’ rights.</p> <p>Title III funds will be used to hire bilingual personnel/translators at the district and site levels to ensure parents will have a full understanding of the information presented.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If the district or site fails to make its AYP, all parents will be notified in writing in a language they understand within 30 days after such failure. Meetings will be held for parents to explain AYP, lack of school progress, and parent options. Translators will be available for these meetings.</p>

Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).	Description of how the LEA is meeting or plans to meet this requirement.

Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	No	If yes, describe:

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>NCLB compliant teachers in the district equal 93.8%.</p> <p>Most teachers have CLAD or SB 1969 certification in the district</p> <p>Class size reduction in grades K-3</p>	<ul style="list-style-type: none"> → Continue to encourage teachers who do not possess an ELD certification to participate in CLAD Prep and SB 395 → Continue to address the at-risk English Learner in English Language Arts and Mathematics at all levels, as demonstrated on student achievement data → Continue to provide training to utilize effective methodologies of standards-based materials → Technology training at all levels → District-wide curriculum collaboration → Paraprofessional training demonstrating knowledge of and the ability to assist in teaching reading, writing, and mathematics readiness

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement school-wide and district-wide staff development for effective standards-based instruction and assessment <input type="checkbox"/> Identify key or focus standards in terms of importance <input type="checkbox"/> Provide time for teachers and administrators for analysis and discussion of the standards <input type="checkbox"/> Develop, share, and evaluate common standards-based assessments <input type="checkbox"/> Train teachers to start with standards and assessments to plan instruction <input type="checkbox"/> Train teachers to analysis student work by calibrating to standards <input type="checkbox"/> Train teachers in use of differentiated instruction 	<p>Superintendent Principals Dir. of Special Projects Teachers</p>	<p>Staff Development Consultants Workshops</p>	<p>\$10,000</p>	<p>Title I Title II General Fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planned professional development will result in increased teacher knowledge of the state academic standards, more effective standards-based instruction, and improved student achievement <input type="checkbox"/> Research has proven that teachers with a broader knowledge of subject matter are more effective and successful when analyzing student achievement 	<p>Administrators Teachers Paraprofessionals</p>	<p>Teachers</p>	<p>\$10,000</p>	<p>Title I Title II General Fund SIP</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide coordinated district-wide staff development to improve the achievement of low income and minority students <input type="checkbox"/> Calibration of student work to state standards has resulted in more grade level work assigned. Remediation takes place in extended day and/or intervention sessions 	<p>Teachers Administrators Paraprofessionals</p>	<p>Staff Development Consultants</p>	<p>\$10,000</p>	<p>Title I Title II General Fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development activities will be coordinated with all Federal, State, and local programs to address staff needs in assisting all students to meet or exceed State academic achievement standards – (persons involved will coordinate program restrictions to assure compliance and that targeted students receive appropriate services) <input type="checkbox"/> Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. <input type="checkbox"/> Provide staff development for Paraprofessionals to meet NCLB requirements 	<p>Superintendent Dir. of Special Projects Principals Teachers Paraprofessional</p>	<p>Staff Development for coordination of Professional Development Plan</p>	<p>\$10,000</p>	<p>Title I General Fund</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> ❑ Provide targeted staff development activities based on state standards, standards-based instructional materials, and differentiated instruction ❑ Encourage participation in long term staff development opportunities ❑ Provide staff development opportunities for all teachers and paraprofessionals to maintain and enhance existing skills and knowledge ❑ Teachers will be encouraged to work collaboratively with colleagues to ensure that professional development is purposeful and useful with appropriate follow-up coaching, mentoring, and implementation 	<p>School Site Councils Principals Teachers Paraprofessional</p>	<p>Workshops Seminars Conferences</p>	<p>\$50,000</p>	<p>Title I Title II SIP EIA General Fund</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> ❑ District will evaluate, provide, and train teachers in utilizing a data base to analyze current assessment data; select, administer and analyze specific standards-based assessments; monitor and adjust instruction; and evaluate program implementation 	<p>Administrators Teachers Technology Coordinator Dir. of Special Projects</p>	<p>Staff Development Computers Software</p>	<p>\$50,000</p>	<p>Title I Title II Technology Grants General Funds</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> ❑ WUSD staff will participate in preliminary proficiency technology coursework focused on the use of basic computer applications including 	<p>Technology Coordinator</p>	<p>Computers Software</p>	<p>\$50,000</p>	<p>Title I Title II</p>

<p>e-mail, word processing, electronic publishing, spreadsheets, databases, Internet use, and presentation applications</p> <ul style="list-style-type: none"> ❑ WUSD staff will participate in professional proficiency technology coursework focused on the integration of educational technology strategies into classroom instruction and student management ❑ Technology will be integrated to support increased academic achievement in the core content areas ❑ All students will have access to multimedia classroom or lab computer ❑ All students will have access to the appropriate computers and software to meet their learning needs ❑ The District will utilize multimedia methods to deliver student assessment information to parents, teachers, students and administrators 	<p>Dir. of Special Projects Superintendent Principals</p>	<p>Professional Development Consultants</p>		<p>Technology Grants General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> ❑ School Site Councils, Staff Meetings, Administrative Meetings, School-wide Programs – District-wide needs assessment surveys to all entities of the educational community including,; students, parents, teachers, and administrators. All entities have been given the opportunity to evaluate programs for school improvement and data to analyze learning. 	<p>Superintendent Principals Teachers Parents Students</p>	<p>Staff Development</p>		
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ❑ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ❑ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ❑ Involve parents in their child’s education; and ❑ Understand and use data and assessments to improve classroom practice and student learning. 				

<ul style="list-style-type: none"> ❑ Identify key or focus standards in terms of importance ❑ Provide time for teachers and administrators for analysis and discussion of standards - collaboration ❑ Develop, share, and evaluate common standards-based assessments ❑ Train teachers to start with standards and assessments to plan instruction ❑ Train teachers in use of differentiated instruction ❑ Continue to utilize School Site Councils membership for disseminating assessment data to analysis, evaluate, and determine direction for student learning. 	Administrators Principals Teachers Parents Students	Staff Development Newsletters	\$1,000	Title I EIA
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> ❑ After the state and federal educational agencies come to an agreement on the definition of Highly Qualified teachers and Paraprofessionals, Willows Unified School District will conduct a detailed certification audit. Professional Development programs and incentives will be targeted to ensure that all students are taught by Highly Qualified Teachers and Paraprofessionals. ❑ The district will provide information about local test preparations support for teachers and paraprofessionals 	Superintendent Dir. of Special Projects Administrators Teachers	Curriculum	\$5,000	Title I Title II General Fund

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Our data is countywide. Glenn County often acts as a consortium for our school districts. Data sources include California Healthy Kids Survey (CHKS) data; data from prior CSSA; Annual Report; and High School Tobacco Education (HISTEP) data from matched pre/post surveys.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Every 15 Minutes Alcohol Program 2. Glenn County Drug Store to promote healthy/safe choices 3. Friday Night Live Mentoring (Orland and Willows). 4. Peer Helping/Leaders-Glenn County High Schools (Friday Night Live Programs, and High School Tobacco Education Programs-S.W.A.T. – Students Working Against Tobacco) 5. Saturday School Program is in place to address discipline issues. 6. Tobacco Education, Cessation, and Individual Counseling available at all high school sites. (TEG and TAP programs are research based and listed in Getting Results Part II.) 7. Second-Step Curriculum with students (Special Education and Wm Finch Charter School, too) 8. Parent Project—ongoing collaboration between: Probation, North Valley Catholic Social Services, (Safe Schools money) –utilizing Glenn Adult Program as the provider of parent training. 9. Not in Our Town and the Unity Initiative community effort to fight the dangers of methamphetamines. 10. Coordination of FYS, McKinny Vento, FNL, FNL mentoring, SDFS, TUPE and 21st Century After School resources into a comprehensive Youth Development program. 11. Remediation Center at William Finch Charter School 12. “Too Good for Drugs” prevention curriculum, K-12 	<ol style="list-style-type: none"> 1. Opportunities for students to participate in the decision-making process and to have a voice in school-climate issues. 2. Data is incomplete. CHKS data is not statistically significant because of small sample size. (Need school support, and passive parent permission.) 3. After school activities may not appeal to high-risk students. After school activities may not work because of transportation issues/small school size. 5. Policies exist in writing but are not adequately enforced. 6. Opportunity for school leaders to understand the relationship between asset development and academic achievement needs to be strengthened. 7. Time for continued teacher training that is meaningful.

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by <u>3%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<u>11</u> %	<u>8</u> %

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	Violence	K-8	GCOE Opportunity And all small schools	12/02	2/03	3/1/03
<i>Project Alert</i>	ATODV	6-8	All	6/01	8/03	1/04
Too Good for Drugs	ATODV	K-12	All	7/03	Ongoing	2004

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	Youth Development/Academic Performance Improvement	K-8
	Conflict Mediation/Resolution	Violence	k-12
✓	Early Intervention and Counseling	Tobacco Home Study General Counseling	9-12 K-12
	Environmental Strategies		
✓	Family and Community Collaboration	Not in Our Town! Parent Project Drug Store Every 15 Minutes Little Learners Project Citizen	K-12 6-12 Pre-K K-8
	Media Literacy and Advocacy		
✓	Mentoring CL/FNL Heroes Foster Youth Services McKinney Vento	Youth Development	7-12 6-12 7-12 K-12 K-12
✓	Peer-Helping and Peer Leaders	Tobacco and Youth Development	6-12
	HISTEP-S.W.A.T.		9-12
	FNL-Youth Council		9-12
✓	Positive Alternatives	Youth Development	6-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	Youth Development	6-12
	Student Assistance Programs	ATODV	
✓	Tobacco-Use Cessation HISTEP	Tobacco and Youth Development	9-12
✓	Youth Development	ATODV-Youth Development	K-12

	Caring Schools Caring Classrooms		
✓	Other Activities ROPES	ATODV – Youth Development	K-12
✓	Second Step	Violence	K-8
✓	SARB	Truency	K-12
✓	Youth Employment Services	Youth Development	9-12
✓	School Readiness	Youth Development	Preschool

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Program or Materials	Tobacco Education Group (TEG), Intervening with Teen Tobacco Users, a research based program for ages 12-18 published by Community Intervention, Inc. 2000. Tobacco Awareness Program (TAP) Helping Teens Stop Using Tobacco is also published by Community Intervention, Inc.
Description of Content	Tobacco Education Group is a positive alternative to suspension and or disciplinary study hall for students at risk of tobacco use. It is a smoking awareness program for both smokers and chewers. Tobacco Awareness Program is a comprehensive tobacco cessation curriculum designed for students who voluntarily want to quit using tobacco.
Description of Delivery Methods	TEG and TAP classes will be available during the school year in all Glenn County high schools on an as needed basis. TEG and TAP are both eight sessions that can be done before or after school usually two times a week for four weeks.
Evidence of Effectiveness <i>(All applications must cite research)</i>	Coleman-Wallace Study published in the October 1999 Journal of School Health and April 2001 Prevention Researcher showed significant reductions in tobacco use by TAP and TEG. Dr. Coleman Wallace’s research showed positive movement in readiness to change as well as significant increases in self-efficacy, a key variable in predicting success in tobacco cessation.
Justification for Content and Delivery Choices	Tobacco Education Group classes are research based and proven to help students quit using tobacco. Students are provided a safe and instructional setting in which to make healthy choices regarding tobacco. TEG classes provide an alternative to suspension for students caught using tobacco products on school property or at a school sponsored event. These classes offer intervention and cessation support to these high risk students. Principals and Assistant Principals are glad to have an alternative to suspension to offer their students. TAP classes have proven to reduce the amount of cigarettes used daily by students who completed the eight sessions.

Number of Students to be Served and Means of Student Identification 30 students will be reached each year at Community and/or Continuation high schools for TEG and 20 students will be reached each year at Comprehensive high schools as an alternative to suspension and will be referred by the administration, teachers, or law enforcement, or by self-referral. TAP classes are voluntarily however students who use tobacco can be referred by parents, teachers, counselors, and administration.

High Priority Need(s) as Determined by the Needs and Strengths Assessment: CHKS 2005 found that 17% of 9th graders and 17% of 11th graders smoked cigarettes in the past 30 days. CHKS 2001 results found that 40% of Alternative Education students had smoked regularly. 57% of these students want to quit.

Student Outcome Objective(s): By June 2009, the tobacco use of students in grades 9 and 11 will be reduced annually by 5% as measured by the CHKS. By June 2011 all Community and Continuation high schools will offer TEG for high school credit.

TEG and TAP programs are offered at all Glenn County high schools. TEG and TAP are tobacco-use cessation programs. Therefore, they are not listed in Appendix C (science-based prevention programs to be implemented with 50% of more of students) or Appendix E (promising/favorable prevention programs to be implemented with 50% or more of students).

LEAs using SDFS funds must implement a science-based prevention program from Appendix C. Then, they can also supplement their core science-based prevention program with other research-based activities from Appendix D, including tobacco-use cessation. TEG and TAP are appropriate programs for Appendix D tobacco-use cessation activities. TEG is referenced in Getting Results (part 2, p.28), and TEG and TAP are identified as research-validated tobacco cessation programs on the CA Healthy Kids Resource Center website.

Program or Materials Second Step.

Description of Content The research-based Second Step violence prevention program provides engaging lessons and activities that teach essential social skills, such as empathy, emotion management, problem solving, and cooperation.

Description of Delivery Methods The Second Step curriculum is delivered to the whole class once a week or once every two weeks depending on the school site. The curriculum is taught by a trained facilitator who also works with the teachers to address special issues in the classroom as they come up.

Evidence of Effectiveness *(All applications must cite research)* Research indicates that children who are socially competent perform better academically. Second Step lessons give you tools to help children become socially skilled and develop strong bonds to school. Problematic behavior becomes less malleable over time (Huesmann, Eron, Lefkowitz, & Walder, 1984; Tremblay et al, 1992) and there is also evidence that aggressive behavior often precedes more serious behavior such as delinquency, school dropout and substance abuse (Cairns, Carins, & Neckerman, 1989; Coie, Lochman, Terry, & Hyman, 1992; Stattin & Magnusson, 1996).

Justification for Content and Delivery Choices	<p>Second Step was selected due to our increasing number of peer relationship concerns including name-calling, fighting, bullying, and anti-social behavior. Input from teachers and counselors indicate a need to address this area. Second Step will be used with children and youth to teach skills in empathy, impulse control, problem solving and anger management, and pro-social behavior.</p> <p>The activities selected from Appendix D are meant to supplement and extend the content and lessons in our ATODV curriculum. The selection of these activities has been based on data collected for the CHKS, CSSA, other local sources, and research from the Search Institute. This research shows the importance of youth development/asset acquisition to academic achievement and success</p>
Number of Students to be Served and Means of Student Identification	Serving about 600 students a week. Students are identified via our special education, opportunity, and special day classes, teacher referrals and school wide prevention efforts.
High Priority Need(s) as Determined by the Needs and Strengths Assessment:	CHKS indicate that 50% of 7 th graders, 43% of 11 th graders and 45% of 12 th graders have been harassed or bullied.
Student Outcome Objective(s):	<p>1) 4% reduction in numbers of students who experience harassment and/or bullying.</p> <p>2) 10% reduction in referrals, suspensions and classroom disruption, identified by teacher surveys for each class each year of the program.</p>
Program or Materials	Too Good for Drugs is a science based, field tested curriculum for K-12. Designed by the Mendez Foundation it is an award winning program that has been designated a model program by the Substance Abuse and Mental Health Services Administration (SAMHSA).
Description of Content	Each curriculum builds on earlier grade levels, an instructional design which enables students to learn important skills in goal setting, identifying and managing emotions, decision making, communicating effectively, bonding with pro-social peers and at the high school level tobacco, alcohol, and drug awareness.
Description of Delivery Methods	At the high school level TGFD is taught in the Health classes with assistance from the Tobacco Education Coordinator. At the K-6 level instruction is done by classroom teacher and/or Second Step/Violence Prevention Specialist. In the Middle School TGFD is taught in assigned classrooms by regular classroom teacher.
Evidence of Effectiveness <i>(All applications must cite research)</i>	Winner of the Florida Alcohol and Drug Abuse Assoc. Best Practice Award for First Place in prevention. Also selected for prevention excellence by: American Medical Association, Department of Children and Families, and Southeastern Assoc. of Safe and Drug Free Schools. In comparison to students who did not receive TGFD training, participating students: decreased intentions to smoke cigarettes by 33%, decreased intentions to drink alcohol by 38%, and decreased intentions to smoke marijuana by 25% (at K-8 grades). In high school students exposed to TGFD curriculum: decreased intentions to smoke cigarettes by 46%, decreased intentions to drink alcohol by 51%, decreased intentions to smoke marijuana by 44%, and decreased intentions to engage in aggressive behaviors by 46%.

Justification for Content and Delivery Choices	Too Good for Drugs was selected as it was a K-12, reasonably priced curriculum. It will be used to address substance use and abuse prevention in general and alternative education classrooms. Two CDE teachers – one elementary and one middle – were sent to the TGFD Trainer of Trainers so that Glenn County departments and districts have access to curriculum trainers for the cost of substitute teachers if needed. In 2007 two teacher trainings were held in Glenn County with additional trainings planned for the fall of 2008.
Number of Students to be Served and Means of Student Identification	All students in comprehensive schools in Glenn County will receive the TGFD curriculum in grades K-12. Students in the high schools will be identified thru Health classes, and in lower grades in assigned classrooms.
High Priority Need(s) as Determined by the Needs and Strengths Assessment:	The Too Good for Drugs curriculum incorporates the 40 Developmental Assets as a community and resource building component. It is important for school leaders to understand the relationship between asset development and academic achievement and how these assets can be developed through the full implementation of TGFD curriculum.
Student Outcome Objective(s):	By 2011 all high school students will receive Too Good for Drugs curriculum through Health class instruction, and the percentage of 9 th and 11 th graders using alcohol in the past 30 days will decrease by 5%. By 2011 all students grades K-8 will receive Too Good for Drugs curriculum in their homeroom or regular classroom either presented by the regular education teacher or a Program Specialist and the percentage of 7 th graders using alcohol within the past 30 days will decrease 2%.
Program or Materials	Project Alert is published by the BEST Foundation for a Drug-Free Tomorrow. Developed and tested by RANT it includes 11 core lessons with 3 booster lesson, 9 videos and 12 posters.
Description of Content	.This is a 14 lesson drug prevention program for middle school students. The program is effective at helping young people identify and resist pressures that lead to experimentation with drugs and preventing experimenters from becoming drug users.
Description of Delivery Methods	Active student involvement and practice, student modeling, reinforcement, goals, validation, large and small group discussions and teacher lecture are all part of program delivery. Some homework for students is also involved.
Evidence of Effectiveness <i>(All applications must cite research)</i>	Tested over 7,000 seventh and eighth graders at thirty different schools in California and Oregon. Curriculum cut smoking by 50 – 60%, reduced frequent marijuana use among high risk students and prompted significant reductions in cigarette smoking.
Justification for Content and Delivery Choices	Middle grade students are a group vulnerable to social influences but not yet heavy users of alcohol, cigarettes, marijuana, or other drugs. The goal of Project Alert is to reduce the use of those dangerous substances by keeping nonusers from trying them and by preventing nonusers and experimenters from becoming regular users.
Number of Students to be Served and Means of Student Identification	Friday Night Live Mentoring students, 30 students and Teacher and parent or self-referral. 500 seventh and eighth grade students at Consortium school. The curriculum is available in Glenn County Media Library which is available to all schools.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parent involvement begins in our Early Head Start/Head Start, and this experience is encouraged to continue into their district schools and other C.O.E. programs. In Glenn County, parent involvement in their child’s educational experiences begins early.

Parents are involved in COE programs in a variety of ways. As members of the school site council, participants in IEP’s, participants in Foster Youth, parent training and activities and by invitation to student organized events like FNL recognition dinner, Every 15 Minutes, Glenn County Drug Store, and Community Resource Fairs that have student involvement. At Wm Finch Charter School parents are an integral part of their child’s education, including the planning and implementation of instruction. In addition, parents are recruited and recognized for participation in the Glenn County Parent Project and NCLB parent Notification letters have been drafted and sent as necessary..

As appropriate the COE / consortium districts will send parent notices about NCLB, safe school issues, tobacco information, teacher certification, and parent choice options available.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

<i>Position/Title</i>	<i>Full time equivalent</i>
Merrilee Johnson, TUPE Coordinator for Co-Op/Consortium	.20 FTE
Marsha Wainio TUPE Coordinator Orland	
Janet Perez, TUPE Coordinator WUSD	
Mary Davis, Tobacco Education Specialist	1.0 200 days a year
April Hine, Friday Night Live Coordinator	1.0 FTE 200 days a year
Principal Willows High School	In Kind
Principal Orland High School	In Kind
Principal Elk Creek	In Kind
Principal Hamilton H.S.	In Kind
Principal North Valley High School	In Kind
Principal Willows Community High School	In Kind
Principal Princeton High School	In Kind
Rusty May, Mentor/Second Step Coordinator	Consultant
Duerr Evaluation Resources-	Consultant 283 hours thru 2011

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>All 9th graders will develop a four-year plan for high school completion.</p> <p>Parents are notified of graduation requirements.</p> <p>California High School Exit Exam remediation courses; after school programs; vocational education and Tech Prep Career Pathways; AVID Programs and Special Education.</p> <p>Notices from administration/counselors are sent to parents/guardians concerning student’s progress.</p>	All students graduating from Willows Unified School District (9-12)	Counselors All K-12 staff Administrators	<p>California High School Exit Exam</p> <p>State Standards</p> <p>District Assessments</p> <p>Satisfactory completion of Portfolio</p> <p>Willows High School/Willows Community High School Graduation Requirements</p>	General Funds
5.2 (Dropouts)	<p>Provide alternative education options to high school students as appropriate</p> <p>Interventions – for CAHSEE, English Language Arts, Mathematics</p>	All students will be identified who display a need for an alternative educational setting.	All Staff – Teachers Administrators Counselors Alternative Education Staff	<p>Classroom Assessment</p> <p>School Site Graduation Requirements</p> <p>5% decrease in dropouts annually</p>	Title I General Funds Title III Migrant

<p>5.3 (Advanced Placement)</p>	<p>Continue to train additional Advanced Placement Teachers to provide more offerings. AP classes-</p> <ul style="list-style-type: none"> ▪ Psychology ▪ US History ▪ Statistics ▪ English Lit <p>College Connection with Butte Community College</p>		<p>AP Teachers Counselors Administrators</p>	<p>ETS Exam for each AP class offered</p> <p>Students earn college credit and academic recognition</p>	<p>General Fund</p> <p>Title II</p> <p>Student pays for AP Exam</p>
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Willows Unified School District has one school for each grade span. Students attend the grade span school regardless of poverty level. Murdock Elementary - all students from Kindergarten to Fourth Grade. Willows Intermediate School - all students from Fifth Grade to Eighth Grade. Willows High School and Willows Community High School - all students from Ninth Grade to Twelfth Grade. All four sites are School-wide – Title I Programs.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Willows Unified has no targeted assisted programs.

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Willows Unified School District utilizes Title I funds to improve instruction for ALL students. Each school supplements the core curriculum with the following:

- ❑ Title I Reading Teachers
- ❑ Instructional Aides/Paraprofessionals
- ❑ Bilingual Aides
- ❑ Extended Library Hours
- ❑ Before/After School Intervention Programs
- ❑ Counselors
- ❑ Materials to support the core curriculum

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Willows Unified School District will notify all parents of any school that is a Program Improvement School. Within 30 days, the district will hold a public informational meeting for parents to inform them of steps the district will take to support the Program Improvement School. The school will regularly hold public meetings and send home notices to parents informing them of progress. Parents will be notified of available supplemental services and be given a list of available State Approved Providers.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Willows Unified School District has only one site per grade span, therefore, school choice option does not apply.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

Willows Unified School District conducted a detailed certification audit. Professional Development programs and incentives will be targeted to ensure that all students are taught by Highly Qualified Teachers and Paraprofessionals and the following steps will be taken:

- ❑ Identify key or focus standards in terms of importance
- ❑ Provide time for teachers and administrators for analysis and discussion of standards - collaboration
- ❑ Develop, share, and evaluate common standards-based assessments
- ❑ Train teachers to start with standards and assessments to plan instruction
- ❑ Train teachers on how to use differentiated instruction
- ❑ Continue to utilize School Site Councils and School Board Meetings as educational forums for disseminating assessment data to analyze, evaluate, and assist in the direction for student learning.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

In order to ensure English Learners will succeed, teachers will be provided with the following:

- ❑ ELD standards for their grade level
- ❑ Adopted materials to teach ELD
- ❑ Opportunities to learn effective ELD teaching strategies

Willows Unified School District administrators and staff work closely with each school site to coordinate services from outside agencies, as well as, programs within the district. Meetings are held regularly with Migrant Education and are open to all parents and community members. For compliance purposes and to educate parents, we combine our Title I - Parent Education, ELAC/DELAC, and Advisory Committee quarterly meetings to reduce the number of times parents are to meet to receive updated information regarding: report cards, standards, API, interventions programs, and school news.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEA Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Dr. Steven Olmos
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program
< <http://www.cde.ca.gov/statetests/star/index.html> >

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E

Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
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APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D

Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B