

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

LEA Plan Information:

Name of LEA: *Willows Unified School District*

County/District Code: *11-62661*

Dates of Plan Duration (should be up to three years): *June 30, 2014 through June 30, 2017*

Date of Local Governing Board Approval: *June 25, 2015*

District Superintendent: *Dr. Morton Geivett*

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State: *CA*

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

See Assurances on pages 59-67. Signatures are required on page 68.

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring 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.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

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 2013-14.**
- 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 2005-06, 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, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides 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
- 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 Categorical Program Monitoring process, **local educational 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 Categorical Program Monitoring

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 Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining 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 Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education 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 LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, 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 eighteen such programs implemented by local schools and districts. Categorical Program Monitoring 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 should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, 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, 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.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup 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.

Step Four: Revise Improvement Strategies and Expenditures

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*.

Identify 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, and 10th Grade Counseling).

Step Five: 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. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

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.

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?

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
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

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		EIA – Limited English Proficient - carryover
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Tobacco Use Prevention Education (Prop 99)
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
	Title V, Part A, Innovative Programs – Parental Choice		School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Tenth Grade Counseling
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	IDEA, Special Education		Other (describe):
	21 st Century Community Learning Centers		
X	Other (describe): Title VI Rural & Low Income		

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	20,025	434,000	489,428	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	30,170	105,250	96,230	91%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	23,477	29,520	52,997	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe) Title VI – Rural Low Income - 4126	0	26,436	26,436	100%
TOTAL	73,672	595,206	665,091	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Refer to LCAP to review LCFF entitlements, encumbrances, actions, and services.				

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 LEAs 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**, **teacher quality**, 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

Teacher Quality

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). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

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.

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, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Mission Statement:

"Preparing today's students for tomorrow's challenges"

Vision Statement:

Willows Unified School District provides a safe, enriched, student focused learning environment where each student:

- Realizes his/her full potential
- Develops respect and tolerance for self and others
- Becomes a productive member of our global society.

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 1,445 students in grades K-12, served by 64 teachers, 7 administrators, and 43 classified staff. Willows Unified School District Students include: 38.74% White, 49.90% Hispanic/Latino, 5.75% Asian, 2.77% American Indian/Alaska Native, and 1.11% African American.

Based on 2014-15 CALPADS (California Longitudinal Pupil Achievement Data System), English Learners constitute 24.2% of the school's population and 65.8% 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-5), one middle school (6-8), one comprehensive high school (9-12), and one alternative high school (9-12). The Technology services for the district are contracted with the Glenn County Office of Education, one full time Nurse and one part-time Nurse's Aide serve all schools, and there are Counselors and Library Clerks at all sites.

Local Measures of Student Performance (*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Local Measures of Student Performance other than State-level assessments includes:

- Basic Phonics Skills Test (BPST) – grades K – 3
- CA Treasures Fluency Tests – grades 1 – 8
- CA Treasures Summative Assessment – grades K – 8
- Accelerated Reading Assessment – grades 2 – 6
- Accelerated Math Assessment – grades 2 – 6
- CA Treasures ELD Benchmark Assessment – grades 5 – 6

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will continue to provide to all K-12 teachers SBE-adopted or board adopted core instructional materials in English Language Arts. The district will supplement the current intervention materials with additional materials. The district will monitor the implementation of core materials in each classroom.</p> <ul style="list-style-type: none"> Administrators and Teachers are knowledgeable of state content standards and skilled in the effective implementation of the state adopted instructional materials to meet state achievement targets. Administrators and Teachers will continue to identify curriculum needs that meet the rigor of the standards. CA Treasures to be purchased and implemented based on review of the most effective standards aligned ELA curriculum. The District will provide time for teachers and principals to evaluate current assessment results and align essential standards to student needs. Principals and teachers will use multiple measures of data to drive instruction and identify at risk students in need of immediate interventions. Teachers will identify standards and assessments when planning and delivering instruction. Encourage teachers to always reference the standards being taught with standards clearly displayed in all classrooms. Administrators and Teachers will continue to provide curriculum to meet the needs of all ELs based on CELDT and CST levels and Special Education students as determined in their IEP goals. All new teachers will participate in BTSA (Beginning Teacher Support and Assessment), which focuses on standards. 	<p>Superintendent Principals Dir. of Categorical Programs Teachers</p> <p>Ongoing</p>	<p>Staff Development Consultant Fees BTSA Stipends</p>	<p>\$100,000</p>	<p>Title I Title II LCFF/General Fund BTSA/PAR Restricted Lottery</p>

<ul style="list-style-type: none"> State Standards training will be provided as we transition from current standards to State Standards. 				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Our ultimate reform goal is students learning more the first time they are taught. GIFT: Great Initial First Teaching. We are implementing Explicit Direct Instruction (EDI), focusing our entire staff on student success at the LESSON level—every lesson, every hour, every day. State adopted and board approved Reading/Language Arts curriculum from McGraw Hill – CA Treasures in grades K - 8 have been purchased and are being used extensively to include the EL and ELD curriculum for identified students. Each grade level will use multiple assessments to plan instruction, provide interventions and inform parents of their child’s progress. Teachers will use formative and summative assessments to determine student needs and to guide classroom lesson planning. Collaboration Days are schedule throughout the district two days a month allowing Administrators and Teachers time to discuss pacing guides, common assessments, EDI strategies, intervention placement and strategies, and time to monitor the effective use of each. Teachers will continue to receive training in the use of differentiated instruction to meet the needs of all students. 	<p>Superintendent Principals Dir. of Categorical Programs 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>Title I Title II LCFF/General Fund</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Students receive intervention and other academic support services based on state assessment data, grade level assessments, and curriculum assessments. Teachers provide intensive before, during, and after school intervention for students not meeting grade level. Accelerated Reading Program provides supplementary identification of student reading readiness. Supplemental Education Services (SES) is available to all students that qualify. Administrators and Teachers continue to provide intervention workshops for students not passing the California High School Exit Exam. Students not meeting proficient levels on the state assessments 	<p>Teachers Counselors Principals Dir. of Categorical Programs</p> <p>Before/After School Summer School</p>	<p>Supplementary Materials Computers and Software for supplemental instruction</p> <p>Salaries for Teachers and Instructional Aides</p>	<p>\$60,000</p>	<p>Title I LCFF/General Fund</p>

<p>are provided an additional class of reading/language arts at the middle and high school levels.</p> <ul style="list-style-type: none">• All day kindergarten classes started in August of 2010 and to better prepare students for the rigor of the academic standards.• In cooperation with the Glenn County Office of Education, the District supports houses the after school program – SPARK.• Summer School is offered to students in 9-12 who fail to meet credits in core subjects.				
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> Teachers and Students use computers and selected software in classrooms, libraries and computer labs throughout the schools for targeted practice in reading comprehension and writing strategies utilizing Accelerated Reader. CA Treasures Technology component to the curriculum offers students and teachers additional opportunities to utilize the computers in the classrooms and the computer labs. All District personnel, Administrators and Teachers utilize Aeries, the Student Information System, to capture grades, assessment data, and enrollment. The Parent Portal supported by Aeries is available to all parents. The District Technology Plan is current and is to be updated in 2015. School Sites will evaluate technology needs and update and replace equipment and software as needed. 	<p>Technology - GCOE Principals Teachers Paraprofessionals Dir. of Categorical Programs</p>	<p>Computers Software Staff Development</p>	<p>\$50,000</p>	<p>Title I Title II LCFF/General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> The district-wide collaboration time for teachers to plan for effective standards-based instruction and assessment is currently in place at all schools, twice a month. Collaboration time, based on Professional Learning Communities (PLC) strategies, provides an opportunity for Teachers to work together in designing instructional strategies that meets the needs of their students. Administration and Teachers are being trained in EDI strategies and have been incorporating in the daily instruction to include: learning objectives, activating prior knowledge, concept development, skill development, guided practice, independent practice, checking for understanding (non-volunteers, whiteboards, higher order questions, pair-share, complete sentences, and effective feedback), cognitive strategies, English Learner strategies, and vocabulary development. Administrators and Teachers will continue with EDI training 	<p>Superintendent Principals Teachers Dir. of Categorical Programs Paraprofessionals</p>	<p>Salaries Instructional Materials Consultants</p>	<p>\$50,000</p>	<p>Title I Title II LCFF/General Fund</p>

<ul style="list-style-type: none"> from coaches on staff. With the adoption of the new curriculum, CA Treasures for grades K – 8, teachers and administrators have been participating in professional development for planning and implementing the curriculum. The Alternative Education Teachers will receive VPSS training as necessary to ensure appropriate placement. All new Teachers will participate in the BTSA training. 				
<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"> The District and Administrators will continue to inform parents, students, and the community about the standards at each grade level and in each core subject area, academic proficiency levels, data reporting of the CAHSEE, CELDT, and the CAASPP (California Assessment of Student Performance and Progress – to include: CST, CMA, CAPA, EAP, CAA), and SBAC (Smarter Balanced Assessment Consortium). The District and Administrators will continue to inform parents, students, and community of the purpose of standards and assessments, intended results. The District and Administrators will continue to provide each parent with his/her child’s individual assessment results and provide explanations for interpretation. The District and Administrators will continue to support the involvement of parents as classroom helpers/support. The school sites will continue to maintain a School Site Council at each school with staff, parent, and community representatives. Each council member will receive reports on overall student assessment results in reading and communicate results to the school community. School Site Councils will also provide input on how to improve school reading programs. The school sites will continue to inform parents and the school community about school site policies and procedures through newsletters, parent handbooks, and school-to-home weekly phone calls. The District will continue to provide opportunities for parents 	<p>Superintendent Principals Dir. of Categorical Programs Teachers</p>	<p>Parent Pamphlets Newsletters Postage School-Home Phone System – Alert Now</p>	<p>\$10,000</p>	<p>LCFF/General Fund Title I</p>

<p>to participate in: Parent Conferences, Back to School Nights, Open House, Project Night, Music Concerts, ELAC/DELAC, local Board Meetings.</p> <ul style="list-style-type: none"> The District and Administrators will continue to work closely with Migrant Education to provide educational support for students and parents. 				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> The District, Administrators, and Teachers will continue to provide parents of students entering kindergarten information to support a successful beginning for the student. The District instituted a TK program in 2011- 12 that has seen successful results for students entering the mainstream kindergarten program. The District, Administrators, and Teachers will continue to provide CAHSEE remediation/intervention for students failing the exam. Student Study Team meetings, Grade Level Review Team meetings, and Collaboration time will be utilized to identify early intervention procedures for students at-risk of school failure. 	<p>Administrators Teachers Instructional Aides Counselors District Nurse</p>	<p>Teachers Instructional Aides</p>	<p>\$20,000</p>	<p>Title I LCFF/General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> The District School Leadership Team (DSLTL) is in its fourth year of providing the entire District with effective direction for leadership and education strategies. The focus areas - Lesson Delivery and PLCs have provided the educational community with valued direction to include: the purchase of CA Treasures curriculum and the support of DataWorks for EDI training. Administrators will monitor progress of EDI implementation in the classroom by visiting classrooms daily. The District is committed to providing PLC time at all schools to include districtwide PLC days – twice a month with Administrators and school site leadership teams monitoring the progress. The District will continue to participate in all phases of the state’s standards-based assessment system. The District will continue to utilize STAR test data and API (Academic Performance Index) and AYP (Adequate Yearly Progress) results to monitor programs and drive changes in instructional practice, when appropriate. The District will 	<p>Dir. of Categorical Programs Superintendent Principals Teachers Technology - GCOE</p>	<p>Testing/Data Consultant Data Collection and Analysis</p>	<p>\$40,000</p>	<p>Title I LCFF/General Fund Title II</p>

<p>incorporate the CAASPP accountability system once it is developed by CDE.</p> <ul style="list-style-type: none"> • Continue to develop, share, and evaluate common standards-based assessments, pacing guides, and instructional delivery to improve student performance levels. • Continue to 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. • Continue to support the training of certificated and classified staff on the district-wide database Aeries, for monitoring student progress and attendance. 				
Description of Specific Actions to Improve Education Practice in Reading	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"> • The schools will continue to provide Before/During/After School and Intervention Programs targeting students scoring “basic” or below on standardized tests or “at-risk” on site multiple measures when appropriate. • Students who do not pass any part of the CAHSEE will be provided intensive intervention. • Teachers, including Special Education and EL Teachers, utilize collaboration time to analyze district and program assessment data to determine the needs of students for proper placement and to monitor and evaluate program effectiveness. • English Learners is a subgroup that has been targeted for improvement, throughout the District. EDI strategies have been incorporated to identify student needs and to provide immediate feedback for remediation and intervention. • Students who qualify for Supplementary Educational Services receive tutoring outside the regular school day. 	<p>Principals Counselors Teachers</p>	<p>Teachers – EDI Training Instructional Materials</p>	<p>\$20,000</p>	<p>Title I Title II Restricted Lottery</p>

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 • Library and Computer Lab use • Glenn County Office of Education • Kinder Camp for incoming Kindergartens 	Dir. of Categorical Programs Principals Superintendent Teachers GCOE support staff	Teachers for extended library use Materials	\$10,000	Title I LCFF/General Fund
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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
1. Alignment of instruction with content standards: The district will continue to provide to all K-12 teachers SBE-adopted or board adopted core instructional materials in Mathematics. The district will supplement the current intervention materials with additional materials. The district will monitor the implementation of core materials in each classroom. <ul style="list-style-type: none"> • Administrators and Teachers are knowledgeable of state content standards and skilled in the effective implementation of the state adopted instructional materials to meet state achievement targets. • Administrators and Teachers will continue to identify curriculum needs that meet the rigor of the standards. • The District will provide time for teachers and principals to evaluate current assessment results and align essential standards to student needs. • Principals and teachers will use multiple measures of data to drive instruction and identify at risk students in need of immediate interventions. • Teachers will identify standards and assessments when 	Superintendent Principals Dir. of Categorical Programs Teachers Ongoing	Staff Development Consultant Fees BTSA Stipends	\$50,000	Title I Title II LCFF/General Fund BTSA/PAR

<p>planning and delivering instruction.</p> <ul style="list-style-type: none"> Administrators will encourage teachers to always reference the standards being taught with standards clearly displayed in all classrooms. Administrators and Teachers will continue to provide curriculum to meet the needs of all ELs based on CELDT and CST levels and Special Education students as determined in their IEP goals. All new teachers will participate in BTSA (Beginning Teacher Support and Assessment), which focuses on standards. State Standards training will be provided as we transition from current standards to State Standards. 				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Our ultimate reform goal is students learning more the first time they are taught. GIFT: Great Initial First Teaching. WUSD implemented Explicit Direct Instruction (EDI), focusing the entire staff on student success at the LESSON level—every lesson, every hour, every day. The following State adopted and board approved Mathematics materials will be used: grades K – 5 Everyday Math; grades 6 – 12 CPM (College Preparatory Mathematics) - Core Connections, Integrated 1 and 2. Each grade level will use multiple assessments to plan instruction, provide interventions and inform parents of their child’s progress. Teachers will use formative and summative assessments to determine student needs and to guide classroom lesson planning. Collaboration Days are schedule throughout the district two days a month allowing Administrators and Teachers time to discuss pacing guides, common assessments, EDI strategies, intervention placement and strategies, and time to monitor the effective use of each. Teachers will continue to receive training in the use of differentiated instruction to meet the needs of all students. 	<p>Superintendent Principals Dir. of Categorical Programs Teachers</p>	<p>Staff Development – training of standards based curriculum and effective strategies</p> <p>Supplemental Mathematics Instruction Materials</p>	<p>\$200,000</p>	<p>Title I LCFF/General Fund Title II</p>

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Students receive intervention and other academic support services based on state assessment data, grade level assessments, and curriculum assessments. • Teachers provide intensive before, during, and after school intervention for students not meeting grade level. • Accelerated Math Program provides supplementary identification of student reading readiness. • Supplemental Education Services (SES) is available to all students that qualify. • Administrators and Teacher continue to provide intervention workshops for students not passing the California High School Exit Exam. • Students not meeting proficient levels on the state assessments are provided an additional class of mathematics at the middle and high school levels. • All day kindergarten classes started in August of 2010 to better prepare students for the rigor of the academic standards. • In cooperation with the Glenn County Office of Education, the District supports and houses the after school program – SPARK. • Summer School is offered to students in 9-12 who fail to meet credits in core subjects. 	<p>Teachers Counselors Principals Dir. of Categorical Programs</p> <p>Before/After School Saturdays</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 LCFF/General Fund</p>
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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"> Teachers and Students use computers and selected software in classrooms, libraries and computer labs throughout the schools for targeted practice in math utilizing Accelerated Math. All District personnel, Administrators and Teachers utilize Aeries, the Student Information System, to capture grades, assessment data, and enrollment. The Parent Portal supported by Aeries is available to all parents. The District Technology Plan is current and is to be updated in 2015. School Sites will evaluate technology needs and update and replace equipment and software as needed. 	<p>Technology - GCOE Principals Teachers Paraprofessionals Dir. of Categorical Programs</p>	<p>Computers Software Staff Development</p>	<p>\$50,000</p>	<p>Title I Title II LCFF/General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> The district-wide collaboration time for teachers to plan for effective standards-based instruction and assessment is currently in place at all schools, twice a month. Collaboration time, based on Professional Learning Communities (PLC) strategies, provides an opportunity for Teachers to work together in designing instructional strategies that meets the needs of their students. Administration and Teachers have been trained in EDI strategies and have been incorporated in the daily instruction to include: learning objectives, activating prior knowledge, concept development, skill development, guided practice, independent practice, checking for understanding (non-volunteers, whiteboards, higher order questions, pair-share, complete sentences, and effective feedback), cognitive strategies, English Learner strategies, and vocabulary development. Administrators and Teachers will continue with EDI training with coaches on staff. The Alternative Education Teachers will receive VPSS training as necessary to ensure appropriate placement. All new Teachers will participate in the BTSA training. 	<p>Superintendent Principals Teachers Dir. of Categorical Programs Paraprofessionals</p>	<p>Salaries Instructional Materials Consultants</p>	<p>\$50,000</p>	<p>Title II LCFF/General 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"> • The District and Administrators will continue to inform parents, students, and the community about the standards at each grade level and in each core subject area, academic proficiency levels, data reporting of the CAHSEE, CELDT, and the CAASPP (California Assessment of Student Performance and Progress), – to include: CST, CMA, CAPA, EAP, CAA), and SBAC (Smarter Balanced Assessment Consortium). • The District and Administrators will continue to inform parents, students, and community of the purpose of standards and assessments, intended results. • The District and Administrators will continue to provide each parent with his/her child’s individual assessment results and provide explanations for interpretation. • The District and Administrators will continue to support the involvement of parents as classroom helpers/support. • The school sites will continue to maintain a School Site Council at each school with staff, parent, and community representatives. Each council member will receive reports on overall student assessment results in reading and communicate results to the school community. School Site Councils will also provide input on how to improve school reading programs. • The school sites will continue to inform parents and the school community about school site policies and procedures through newsletters, parent handbooks, and school-to-home weekly phone calls. • The District will continue to provide opportunities for parents to participate in: Parent Conferences, Back to School Nights, Open House, Project Night, Music Concerts, ELAC/DELAC, local Board Meetings. • The District and Administrators will continue to work closely with Migrant Education to provide educational support for students and parents. 	<p>Superintendent Principals Dir. of Categorical Programs Teachers</p>	<p>Parent Pamphlets Newsletters Postage School/Home Phone System – Alert Now</p>	<p>\$10,000</p>	<p>LCFF/General Fund Title I</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • The District, Administrators, and Teachers will continue to provide parents of students entering kindergarten information to support a successful beginning for the student. • The District instituted a TK program in 2011- 12 that has seen successful results for students entering the mainstream kindergarten program. • The District, Administrators, and Teachers will continue to provide CAHSEE remediation/intervention for students failing the exam. • Student Study Team meetings, Grade Level Review Team meetings, and Collaboration time will utilized to identify early intervention procedures for students at-risk of school failure. 	<p>Administrators Teachers Instructional Aides Counselors</p>	<p>Teachers Instructional Aides</p>	<p>\$30,000</p>	<p>Title I LCFF/General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The District School Leadership Team (DSLTL) is in its third year of providing the entire District with effective direction for leadership and education strategies. The focus areas - Lesson Delivery and PLCs have provided the educational community with valued direction to include: the purchase of CA Treasures curriculum and the support of DataWorks for EDI training. • Administrators will monitor progress of EDI implementation in the classroom by visiting classrooms daily. • The District is committed to providing PLC time at all schools to include districtwide PLC days – twice a month with Administrators and school site leadership teams monitoring the progress. • The District will continue to participate in all phases of the state’s standards-based assessment system. • The District will continue to utilize STAR test data and API (Academic Performance Index) and AYP (Adequate Yearly Progress) results to monitor programs and drive changes in instructional practice, when appropriate. The District will incorporate the CAASPP accountability system once it is developed by CDE. • Continue to develop, share, and evaluate common standards-based assessments, pacing guides, and instructional delivery to improve student performance levels. • Continue to regularly assess students’ mastery of standards by examining student work and re-teach as needed. 	<p>Dir. of Categorical Programs Superintendent Principals Teachers</p>	<p>Testing/Data Consultant Data Collection and Analysis</p>	<p>\$40,000</p>	<p>Title I LCFF/General Fund Title II Title III</p>

<ul style="list-style-type: none"> 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. Continue to support the training of certificated and classified staff on the district-wide database Aeries, for monitoring student progress and attendance. 				
Description of Specific Actions to Improve Education Practice in Mathematics	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"> The schools will continue to provide Before/During/After School and Intervention Programs targeting students scoring “basic” or below on standardized tests or “at-risk” on site multiple measures when appropriate. Students who do not pass any part of the CAHSEE will be provided intensive intervention. Teachers, including Special Education and EL Teachers, utilize collaboration time to analyze district and program assessment data to determine the needs of students for proper placement and to monitor and evaluate program effectiveness. English Learners is a subgroup that has been targeted for improvement, throughout the District. EDI strategies have been incorporated to identify student needs and to provide immediate feedback for remediation and intervention. Students who qualify for Supplementary Educational Services receive tutoring outside the regular school day. 	Principals Counselors Teachers	Teachers – training Instructional Materials	\$10,000	Title I Title II Title III
<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 Library and Computer Lab use Glenn County Office of Education Kinder Camp for incoming Kindergartens 	Dir. of Categorical Programs Principals Superintendent Teachers GCOE support staff	Teachers for extended library use Materials	\$10,000	Title I LCFF/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.
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:
 - English proficiency; and
 - Academic achievement in the core academic subjects

- 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
 - 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/administrators also ensure appropriate teacher authorizations, visit classrooms to monitor ELD and SDAIE instruction, schedule and attend 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 Categorical Programs schedules meeting with site English Learner teachers to discuss issues regarding English Learner program implementation. Title III funds will be used to support the Standards-based instructional planning for ELD and ELA for English Learners which utilizes the core curriculum materials – CA Treasures/ELD/EL and interventions.
- 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/policies and recruit for representation on DELAC and School Site Councils. Parents of EL students attend English literacy classes that are provided by the District.
 - 2.** Title III funds will enhance the current instructional program for English learners by providing:
 - Release time for teachers to meet by grade level to discuss and review English learner progress
 - Staff training – current educational practices
 - Supplemental materials to support the CA Treasures/ELD/EL program used at the elementary and middle schools
 - Additional programs to support the direction of the 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 students; 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; d. 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"> ▪ ELD instructional strategies for Teachers and Instructional Aides ▪ Training in adopted ELA/ELD materials ▪ Cross curricular collaboration within sites and district-wide ▪ Our primary reform shift for English Learners is explicitly focusing on English language acquisition during every lesson, every day--not just during ELD time. Using Explicit Direct Instruction (EDI), our teachers will have English Learners talking, reading, or writing every one to two minutes. English Learners will pair-share, answer in complete sentences (using academic vocabulary provided in sentence frames), read text, and write on whiteboards and paper. 	
	4. Upgrade program objectives and effective Instructional strategies.	Yes	<p>If yes, describe: Title III funds will be coordinated by the Director of Categorical Programs 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"> ▪ Adult Literacy Program for parents of English learners ▪ Migrant Education ▪ 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 students.	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 students; 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"> ▪ Parent Education Meetings/Forums ▪ DELAC (District English Learner Advisory Council) ▪ Migrant Education ▪ Newsletters ▪ District and School Websites ▪ Weekly School-Home Phone messages ▪ Parent Conferences ▪ Back to School Night ▪ Open House ▪ Project Night ▪ Adult/Family Literacy Program
	9. Improve the instruction of LEP students 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 Eagle Software - Aeries as a database to chart student progress ▪ Accelerated Reader and Math ▪ School and District translated flyers ▪ 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; background-color: #e0e0e0; padding: 5px;">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>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 schools 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
<ul style="list-style-type: none"> → NCLB compliant teachers in the district equal 100%. → All Teachers have their CLAD certification. → Professional Learning Communities established at all school sites allowing time for collaboration on pacing guides, curriculum alignment, common assessments, Explicit Direct Instructional strategy training, and intervention training. → Purchased State-adopted CA Treasures ELA curriculum in 2013-14 for grades K – 8. → Purchased State-adopted Mathematics curriculum in 2014-15 for grades K – 12. 	<ul style="list-style-type: none"> → 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. → Continue to provide effective Professional Development for Mathematics and ELA at all levels.

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"> • 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>Teachers Administrators Paraprofessionals</p>	<p>Staff Development Consultants</p>	<p>\$10,000</p>	<p>Title I Title II LCFF/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"> • 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) • 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. • Activities will be designed to help teachers integrate the EDI strategies. • Provide staff development for Paraprofessionals to meet NCLB requirements • The Glenn County Office of Education, Butte County Office of Education, and the RSDSS support the District in various professional development activities to include: Curriculum Forum Meetings, DSLT, PLCs, and Title III planning and curriculum direction. 	<p>Superintendent Dir. of Categorical Programs Principals Teachers Paraprofessional</p>	<p>Staff Development for coordination of Professional Development Plan</p>	<p>\$10,000</p>	<p>Title I LCFF/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 LCFF/General Fund</p>

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"> • The 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 • The District will work closely with Glenn County Office of Education Technology Department who provides the technology services to the district. 	<p>Administrators Teachers Dir. of Categorical Programs</p>	<p>Staff Development Computers Software</p>	<p>\$50,000</p>	<p>Title I Title II LCFF/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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • The District will participate in preliminary proficiency technology coursework focused on the use of basic computer applications including e-mail, word processing, electronic publishing, spreadsheets, databases, Internet use, and presentation applications • The District 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>GCOE – Technology Department Dir. of Categorical Programs Superintendent Principals</p>	<p>Computers Software Professional Development Consultants</p>	<p>\$50,000</p>	<p>Title I Title II LCFF/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>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students achieve; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> 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 • Provide training for teachers to use standards and assessments to plan instruction • Provide training for teachers in the use of differentiated instruction • Continue to utilize School Site Councils membership for disseminating assessment data to analysis, evaluate, and determine direction for student learning. 	<p>Administrators Principals Teachers Parents Students</p>	<p>Staff Development</p> <p>Newsletters School/Home Phone System – Alert Now</p>	<p>\$1,000</p>	<p>Title I</p>
<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"> • Willows Unified School District will continue to evaluate the certification of teachers “new” to the professional and “not new” to the profession. • Professional Development programs and incentives will be targeted to ensure that all students are taught by Highly Qualified Teachers and Paraprofessionals. • The district will disseminate information about local test preparations support for teachers and paraprofessionals 	<p>Superintendent Dir. of Categorical Programs Administrators Teachers</p>	<p>Curriculum</p>	<p>\$5,000</p>	<p>Title I Title II LCFF/General Fund</p>

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

Funding from the State's Safe and Drug Free School and Communities Grant is no longer available; therefore, Goal 4 is not required to be addressed in this Plan.

It is important to note:

Willows Unified School District continues to support a safe and drug free environment which is conducive to student learning. In the absence of State money, Willows Unified supports the existing programs with General Fund and Federal monies. We will continue to work closely with the Glenn County Office of Education to provide us with assistance in conducting the California Healthy Kids Survey, develop Tobacco Education Programs, provide the Every 15 Minutes Alcohol Program, and the Friday Night Live Program.

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; 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>	LCFF/ 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 LCFF/ General Funds Title III

<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"> ▪ US History ▪ English <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>LCFF/ General Fund</p> <p>Title II</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.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Number of children eligible for Free/Reduced Price Lunch programs.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • Three schools, Murdock Elementary, Willows Intermediate, and Willows High School are funded • All other schools are funded utilizing State or local funds. 	<p>There is one school per grade span in the Willows Unified School District. All schools qualify for Title I funds and all schools are funded with Title I or other State or local funds.</p>

**Additional Mandatory Title I Descriptions
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>Willows Unified School District will incorporate the recommendations made by the District School Leadership Team, the School Site Councils, and survey results from the Needs Assessment – APS, DAS, and the ELSSA to improve the entire educational program at all schools.</p> <p>These improvements include:</p> <ul style="list-style-type: none"> ➤ ELA CA Treasures curriculum ➤ PLC – time for collaboration to address student needs ➤ Explicit Direct Instruction training/coaching to ensure lesson delivery is consistent for all grades K – 12.

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A: All Title I schools are Schoolwide.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of 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.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A: All Title I schools are Schoolwide.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	N/A: All Title I schools are Schoolwide.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	N/A: All Title I schools are Schoolwide.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The district has two schools in PI Year 5 and one school in PI Year 3.</p> <p>The district provides guidance and technical assistance to PI schools in meeting the legal requirements for PI schools. This guidance includes drafting and sending parental notifications, SES notifications and overall administration of the SES program for PI schools, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions and alternative governance.</p> <p>The district is supported by the RSDSS – Region 2 Consultant who helped establish the District-School Leadership Team two years ago. The Consultant provides the District-School Leadership Team with guidance for effective leadership and direction. The Team established focus areas to improve student achievement. Effective Lesson Delivery to be provided by DataWorks utilizing Explicit Direct Instruction as the strategy and time for Professional Learning Communities allowing for collaboration time on common assessments, pacing guides, and professional development.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Letters are mailed to the parents of all students attending PI schools outlining the reasons for the PI identification, the comparison of the school’s academic achievement of other schools in the district and the state, the options available for school choice and the availability of SES services mailed at a later date. The letter also includes a description of the actions the school and district are taking to exit PI status and opportunities for parent involvement at the school site. All notifications are provided in English and Spanish.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>The district has one school per grade span and establishes agreements with neighboring districts to provide school choice, for which paid transportation is provided.</p> <p>The district’s SES information packet is mailed to the parents of all eligible students during the school year. The packet includes information on approved providers that have contracted with the district and procedures for signing up their child for these free services. Priority for students receiving service is based on funds available and the lowest achieving students from low income families.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>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 Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The District Management Team and School Site Committees will ensure that professional development program activities are coordinated to address staff needs. The District teachers are all highly qualified.</p> <p>The EDI strategies trainings and curriculum training will, hopefully, help teachers continue to meet the educational needs of the students and provide them an opportunity for professional fulfillment.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>The District and Schools provide opportunities for parent involvement through School Site Councils, ELAC/DELAC, Adult Literacy, and the District School Leadership Team. Parents and community members are welcome at any time at all schools to provide insight into their child’s education and the education of others.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>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.</p> <p>The district coordinates with the Glenn County Office of Education for Foster Youth, neglected and delinquent youth and services to homeless children. The district, Migrant Education and Glenn County Office of Education work closely to provide summer programs for all eligible children.</p>

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

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 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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
 - Is enforcing the operation of such technology protection measure during any use of such computers by minors
 - 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, and
 - 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 LEAP 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 percent 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

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Print Name of Superintendent

Signature of Superintendent

Date

Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Print Name of Title III English Learner Coordinator/Director
(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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

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 (NCLB), 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 2005-06, 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/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

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/index.html> > (University of Colorado: Blueprints)

C: < <http://www.modelprograms.samhsa.gov> > (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
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
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
Earls court 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