

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Local Educational Area Plan (LEAP)

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Annual Revision - LEAP

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Requirement for Federal Funding

MEETING DATE:

January 5, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

WPUSD established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. The update for the current school year is attached. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Coordinated Compliance Review (now the Categorical Program Review – CPM – district review of categorical programs and expenditures). WPUSD progress is excellent in all areas with the exception of EL students achieving proficiency in English Language Arts on STAR testing. The current LEAP Plan includes a Title III Improvement Plan Addendum to address improvement in this area.

ADMINISTRATION RECOMMENDATION:

Approval of revised Revised Local Educational Area Plan (LEAP) including Title III Improvement Plan Addendum.

Application #	
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**No Child Left Behind Act of 2001
July 1, 2008
LOCAL EDUCATION AGENCY PLAN**

**Mail original and
two copies to:**

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

LEA Plan Information:

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

County/District Code: **31-66951**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013**

Date of local governing board approval: June 17, 2003 (original plan); January 4, 2009 (latest update)

District Superintendent: Scott Leaman

Address: 600 6th Street, Suite 400

City: Lincoln, CA

Zip code: 95648

Phone: 916-645-6350

Fax: 916-645-6356

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

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

Scott Leaman

1/5/10

Printed or typed name of Superintendent

Date

Signature of Superintendent

Paul Carras

1/5/10

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

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

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

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

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

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, Single Plans for Student Achievement, and the Categorical Program Review Process.

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review.

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 Local Education Agency Plan (LEA Plan)

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

The Single Plan for Student Achievement (SPSA – Site 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 school site 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.

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. The 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the**

plan ended June, 2008, CDE advises all LEA’s to continue to update LEAP plans pending reauthorization or changes to NCLB.)

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. 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 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	
✓	Title I, Part A	✓	EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✓	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)

✓	Career Technical Education	✓	Tenth Grade Counseling
✓	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✓	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
Title I, Part A (3010)	\$171,535	\$614,237	\$703,266	90%
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 (4035)	\$74,819	\$123,507*	\$0	0%
Title II, Part D, Enhancing Education Through Technology (4045)	\$3453	\$6145*	\$5763	94%
Title III, Limited English Proficient (4203)	\$37,340	\$65,930*	\$43,225	66%
Title III, Immigrants (4201)	\$1567	\$15,580*	\$14,611	94%
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)	0	\$16,659*	\$12,319	74%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)	0	\$909,905	\$853,329	94%
21 st Century Community Learning Centers (4124)	0	\$3277*	\$3073	94%
Other (describe) Title VI Innovation (4110)				
TOTAL				

* Estimated allocation – actual allocation not yet known

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)	\$225,275	\$415,256	\$461,294	72%
State Migrant Education				
School Improvement (7395)	\$52,595	\$260,437	\$269,391	86%
Child Development Programs	0	\$320,000	\$300,103	94%
Educational Equity				
Gifted and Talented Education (7140)	\$41,026	\$33,699	\$70,079	94%
Tobacco Use Prevention Education – (Prop. 99) (6660)	\$8659	\$8629*	\$3668	43%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (6405)	0	\$67,934	\$49,898	73%
Tenth Grade Counseling (7375)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

* Estimated allocation – actual allocation not yet known

Part II

The Plan

For a complete set of needs assessments, see each school's Single Plan for Student Achievement (SPSA), updated Fall'-09, and approved by the Board of Trustees on November 17, 2009.

See Appendix F for the SMART Goals (Specific Measurable Attainable Results-Oriented and Timely) for each site to improve student achievement, including specific actions to improve educational practice, timelines, related expenditures, costs, and funding sources.

CARLIN C. COPPIN ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

CREEKSIDE OAKS ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

FIRST STREET SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

FOSKETT RANCH ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

LINCOLN CROSSING ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

SHERIDAN ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

TWELVE BRIDGES ELEMENTARY SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

GLEN EDWARDS MIDDLE SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

TWELVE BRIDGES MIDDLE SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

LINCOLN HIGH SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

PHOENIX HIGH SCHOOL

S.M.A.R.T. GOALS

2009 – 2010

See Appendix F

SPSA Site Plan Goals

<i>GOAL</i>	Creekside Oaks	Carlin Coppin	First Street	Foskett Ranch	Lincoln Crossing Sheridan	Twelve Bridges El	Twelve Bridges M.G.	Glen Edwards	Lincoln High	Phoenix High
Provide intervention and enrichment services	X	X	X	X	X X	X	X	X	X	X
Improve parent communication/family involvement	X	X	X	X	X X	X	X	X	X	X
Meet AYP targets through increased student achievement	X	X	X	X	X X	X	X	X	X	X
Prepare students to pass CAHSEE									X	X
Improve performance in math	X	X	X	X	X X	X	X	X	X	X
Improve performance in language arts and reading	X	X	X	X	X X	X	X	X	X	X
Improve achievement of students in significant subgroups	X	X	X	X	X X	X	X	X	X	X
Improve students' technology skills	X	X	X	X	X X	X	X	X	X	X
Provide supplies and materials	X	X	X	X	X X	X	X	X	X	X
Professional development	X	X	X	X	X X	X	X	X	X	X
Standards-based instruction and technology	X	X	X	X	X X	X	X	X	X	X
Collaboration amongst teachers	X	X	X	X	X X	X	X	X	X	X

Descriptions – District Planning

Information from school site plans was used to assist in planning the goals in this document. 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

Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Vision Statement

Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

District Profile

The greater Lincoln area is served with Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. Pre-kindergarten special needs students are also served within WPUSD. The district has increased from 2,800 students in 1993 to over 6000 in 2009/10. The student body in Western Placer Schools is approximately 63% Caucasian, 24% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 32% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff

We are very proud of the staff members that make up the Western Placer Unified School District. Each one plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn.

Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

Statewide Standards

- Yes No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

- Yes No a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.

- Yes No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

- Yes No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

- Yes No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

Statewide Accountability

- Yes No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

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

Local Standards-based Assessments

- Yes No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.
- Yes No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.
- Yes No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.
- Yes No d. Student achievement information is used to revise instruction and programs.
- Yes No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

- Yes No a. The district will use the results of the student standards-based assessments to review annually the progress of each school.
- Yes No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. One school, First Street School, has completed one year successfully in Year One of Program Improvement. They are currently (2009 - 2010) in their second year of Year One and hope to exit at the end of the year.

Yes No c. The district provides the required public school choice and supplemental services in Program Improvement schools. No schools identified at this time.

Yes No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Local Measures of Student Performance

The district gives the following local assessments :

1. Reading

Students participating in assessment	Houghton Mifflin Skills Assessments			Reading Lions Six Week Skills Assessments		
	Date : 11/09	Date : 3/10	Date : 5/10	Date : 11/09	Date : 3/10	Date : 5/10
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The Reading Lions tests are aligned with Houghton Mifflin's English Language Arts programs and provides formative assessments in fluency, word recognition, spelling, checking skills and writing every six weeks. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required measures are being tracked through the OARS (Online Assessment Reporting System).

The district gives the following local assessments :

2. Mathematics

Students participating in assessment	HSP CA Math Chapter Tests			HSP CA Math Unit Benchmark Post Tests		
	Date : 11/09	Date : 3/10	Date : 5/10	Date : 11/09	Date : 3/10	Date : 5/10
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The CA HSP Math Chapter and Unit Benchmark Posttests are aligned with the California Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM) may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System)

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

Planned Improvement in Student Performance in Reading

Reading is included on all site plans either as direct goal or part increased academic achievement.

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:</p> <ul style="list-style-type: none"> a) Teacher evaluation instrument based on Teaching Profession Standards b) All instructional materials are aligned with state standards c) All new teachers participate in BTSA d) Training in Curriculum Pacing/Assessment Guides e) Publisher training on standards-based materials and intervention materials f) Use of Standards-aligned report card at elementary levels 	<ul style="list-style-type: none"> a) Principals b) District Admin. Services c) Director of Human Resources d) District Admin. e) Publishers/ Asst. Supt. of Instructional Services f) All 	<ul style="list-style-type: none"> a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) Staff development f) None 	<ul style="list-style-type: none"> a) None b) \$200,000 c) \$35,000 d) \$3,000 e) \$4,000 f) None 	<ul style="list-style-type: none"> a) N/A b) IMF/Lottery/Textbook Reserve c) County BTSA funds/PAR d) District e) District
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms 	<ul style="list-style-type: none"> a) District Admin. b) Teachers c) District Admin. 	<ul style="list-style-type: none"> a) Cost of inst. materials b) None c) None 	<ul style="list-style-type: none"> a) \$200,000 b) None c) \$500 	<ul style="list-style-type: none"> a) IMF/Lottery/Textbook Reserve b) N/A c) District

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for students at risk of retention b) After-School programs of two or three hours in place at all sites c) Trimester system for increased credits at high school d) English Learner summer school e) CARE After-School Program f) Increased in-class interventions & monitoring	a) District b) District/Sites c) Lincoln High School d) District e) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program	a) \$125,000 b) \$500,000 c) None d) \$20,000 e) \$18, 000	a) Hourly programs b) Grants c) None d) Hourly programs e) Grants
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan/Site Tech Trainer workshops d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of hardware e) Cost of connection	a) \$20,000 b) \$2,000 c) N/A d) Completed e) \$10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Inservice in English Language Arts/Differentiated Instruction b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000	a) District b) District c) District d) District

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed</p>	<p>a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site</p>	<p>a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing</p>	<p>a) N/A b) N/A c) N/A d) \$2000 e) \$2000</p>	<p>a) N/A b) N/A c) N/A d) SIP/District e) District/Site</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at all sites</p>	<p>a) Site/Teachers b) Site c) District d) District/Teachers</p>	<p>a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program</p>	<p>a) \$300,000 b) \$5,000 c) \$30,000 d) \$260,000</p>	<p>a) Title I/SIP b) Site c) MAA d) State/Federal</p>
<p>8. Monitoring program effectiveness:</p> <p>a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) OARS – Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data</p>	<p>a) District/Site b) Site/State c) District/Site d) Site e) Site State/District/Site f) Evaluators g) Placer County Childrens Systems</p>	<p>a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants</p>	<p>a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None</p>	<p>a) District/State b) None c) District d) District e) None f) Grants g) Grants</p>

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> <p>a) Title I reading interventions for students below grade level</p> <p>b) Summer school for students at risk of retention</p> <p>c) High School students who have not passed CAHSEE participate in after-school intervention programs</p> <p>d) Students participate in after school intervention programs</p> <p>e) Special Education students served through program</p>	<p>a) Site</p> <p>b) District</p> <p>c) Site</p> <p>d) District/Site</p> <p>e) District/Site</p>	<p>a) Salaries and benefits</p> <p>b) Salaries and benefits</p> <p>c) Salaries and benefits</p> <p>d) Salaries and benefits</p> <p>e) Salaries and benefits</p>	<p>a) \$300,00</p> <p>b) \$130,000</p> <p>c) \$5,000</p> <p>d) \$260,000</p> <p>e) \$1,000,000</p>	<p>a) Title I</p> <p>b) Hourly programs</p> <p>c) Title I/hourly programs</p> <p>d) Grants</p> <p>e) Special Education/District</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a) District has managed over \$1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention</p>				

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

Planned Improvement in Student Performance in Mathematics

Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards – Identification of Essential Standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Publisher training on standards-based materials</p> <p>e) Use of Standards-aligned report card at elementary levels</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) Publishers/ Asst. Supt. of Instructional Services</p> <p>e) All</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) None</p>	<p>a) None</p> <p>b) \$15,000</p> <p>c) \$35,000</p> <p>d) \$4,000</p> <p>e) \$2,000</p>	<p>a) N/A</p> <p>b) Professional Development</p> <p>c) County BTSA funds/PAR</p> <p>d) District</p> <p>e) District</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) State standards will be posted in classrooms</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p>	<p>a) Cost of inst.materials</p> <p>b) None</p> <p>c) None</p>	<p>a) \$250,000</p> <p>b) None</p> <p>c) \$500</p>	<p>a) IMF/Lottery/ Textbook Reserve</p> <p>b) N/A</p> <p>c) District</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>a) Summer School for all students at risk of retention</p> <p>b) After-School programs of two or three hours in place at all sites</p> <p>c) Trimester system for increased credits at high school</p> <p>d) English Learner summer school</p>	<p>a) District</p> <p>b) District/Sites</p> <p>c) Lincoln High School</p> <p>d) District</p>	<p>a) Cost of program</p> <p>b) Cost of program</p> <p>c) Cost of program</p> <p>d) Cost of program</p>	<p>a) \$125,000</p> <p>b) \$500,000</p> <p>c) None</p> <p>d) \$20,000</p>	<p>a) Hourly programs</p> <p>b) Grants</p> <p>c) None</p> <p>d) Hourly programs</p>
<p>4. Increased access to technology:</p> <p>a) Students use Accelerated Math program for K-8</p> <p>b) CTAP courses offered</p> <p>c) District Technology plan</p> <p>d) Laptops distributed to select sites</p> <p>e) Internet available in all classrooms</p>	<p>a) Sites</p> <p>b) District</p> <p>c) District</p> <p>d) District/Sites</p> <p>e) District</p>	<p>a) Cost of software</p> <p>b) Cost of courses</p> <p>c) None</p> <p>d) Cost of Hardware</p> <p>e) Cost of connection</p>	<p>a) \$20,000</p> <p>b) \$2,000</p> <p>c) N/A</p> <p>d) Completed</p> <p>e) \$10,000</p>	<p>a) Site funds</p> <p>b) Staff Dev</p> <p>c) EETT</p> <p>d) Digital High School</p> <p>e) District</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) Teachers received inservice in the use of math programs</p> <p>b) New teachers participate in BTSA</p> <p>c) CLAD training held in district</p> <p>d) County-wide workshops attended by staff</p>	<p>a) Sites</p> <p>b) Teachers</p> <p>c) District</p> <p>d) PCOE/District</p>	<p>a) Paid attendance</p> <p>b) Stipends</p> <p>c) Paid attendance</p> <p>c) Paid attendance</p>	<p>a) \$15,000</p> <p>b) \$35,000</p> <p>c) \$5,000</p> <p>d) \$5,000</p>	<p>a) District</p> <p>b) District</p> <p>c) District</p> <p>d) District</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed</p>	<p>a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site</p>	<p>a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing</p>	<p>a) N/A b) N/A c) N/A d) \$2000 e) \$2000</p>	<p>a) N/A b) N/A c) N/A d) SIP/District e) District/Site</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Title 1 monies available to sites b) After school/Saturday interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at all sites</p>	<p>a) Site/Teachers b) Site c) District d) District/Teachers</p>	<p>a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program</p>	<p>a) \$300,000 b) \$5,000 c) \$30,000 d) \$260,000</p>	<p>a) Title I/SIP b) Site c) MAA d) State/Federal</p>
<p>8. Monitoring program effectiveness:</p> <p>a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) OARS – Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data</p>	<p>a) District/Site b) Site/State c) District/Site d) Site e) State/District/Site f) Evaluators g) Placer County Childrens Systems</p>	<p>a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants</p>	<p>a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None</p>	<p>a) District/State b) None c) District d) District e) None f) Grants g) Grants</p>

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"> a) Title I interventions for students below grade level b) Summer school for students at risk of retention c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program 	<ul style="list-style-type: none"> a) Site b) District c) Site d) District/Site e) District/Site 	<ul style="list-style-type: none"> a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits 	<ul style="list-style-type: none"> a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000 	<ul style="list-style-type: none"> a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a) District manages over \$1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention 				

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)

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ▪ 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. 	<ol style="list-style-type: none"> a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards. b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading. c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council. d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>a) The district has adopted Houghton Mifflin Reading in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy.</p> <p>b.) Intervention materials have been purchased for grades 2 -5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading.</p> <p>c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure stu achievement growth over time.</p> <p>d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement (“C” or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner.</p> <p>e) GLAD Training has been provided to over 45 teachers (K – 8) during the 2006 – 2007, the 2007 – 2008, and the 2008 - 2009 school year to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009.</p> <p>f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6 -12 were offered during 2008 – 2009.</p> <p>g) A district wide data base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007.</p> <p>b) Teachers received training in programs and in <i>Houghton Mifflin</i> and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07).</p> <p>c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop</p> <p>d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008.</p> <p>e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruct</p>

		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 or No Yes	If yes, describe: A focused summer program focusing on ELD will be offered to students. It is expected that students entering the district at the “beginner” level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Students referred to Student Study teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes	If yes, describe: All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes are offered at two sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No Yes	If yes, describe: The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided.
	10. Other activities consistent with Title III.	Yes or No Yes	If yes, describe: Through Title III the district will provide staff development in the SDAIE and CLAD training as well as the purchase of SDAIE materials. The ADEPT test is being used to monitor student progress on English Language skills.

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> a) The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction. b) See above as well as regular progress reports of academic progress. c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver. d) The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals. e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards. f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification. g) The district uses the CELDT test results and incorporates these results into the student’s IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.

		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. 	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.
<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>		The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student’s CELDT results are known.
<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>		The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).

Performance Goal 3: *By 2007 – 2008, all students will be taught by highly qualified teachers. (WPUSD has met this requirement - target date reflects original legislation requirements.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>As of the beginning of the 2002/03 school year all our teachers met the requirement of “highly qualified” according to the federal definition. All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English.</p> <p>As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so.</p> <p>25% of the teaching staff have a master’s degree.</p> <p>100% of the administrative staff have a masters or doctorate degree</p>	<p>Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered annually since 2007/08. The addition of an ELD Program Specialist has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and will continue in 09/10.</p> <p>Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional Learning Communities (PLC’s).</p> <p>Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance.</p> <p>At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students’ success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.</p>

Performance Goal 3: *By 2007-08, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA.</p>	District/teachers	Salaries for BTSA support provider; cost of workshops, subscriptions, stipends	\$175,000	Title II/ BTSA/ Professional Development Block Grant
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest-performing groups – with a focus on PLC’s. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.</p>	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	\$6,000	PAR/District

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> <p>Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.</p>	Principals/teachers/ District	Cost of BTSA and other staff development efforts	\$135,000	Title II/ BTSA/ Professional Development Block Grant
<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> <p>The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. 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. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	District	Cost of training	\$135,000	Title I/ School Library Improvement Grant/ Title II/ PAR/ Professional Development Block Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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> <p>Staff development will focus on practicing core research based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district. Focus will be on PLC's and other research-proven effective strategies.</p>	District	None	N/A	N/A
<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> <p>The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Site Tech Trainers will provide fall and spring technology workshops at all sties.</p>	District/ Director of Technology	Cost of training	None	Title II A & D/ Professional Development Block Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will continue with its implementation of the goals of the District Technology Plan which was approved in Spring, 2009. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.</p>	District/Technology coordinator	Cost of training	\$12,000	Title II/ District Professional Development Block Grant
<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> <p>Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, staff development surveys were used. Information from this section will be updated at each annual renewal.</p>	District Staff	None	None	N/A

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"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction will be offered during 2009/10. Additional training in use of intervention programs, materials and strategies will be offered.</p>	District	Cost of training	\$135,000	Title II A & D/ Staff Development Block Grant
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.</p>	N/A	N/A	N/A	N/A

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Clerks. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse Counseling and Family Resource Center 6. Interns from California State University, Sacramento on select campus sites. 7. Expanded counseling staff at high school. 	<ol style="list-style-type: none"> 1. The district has a need to continue to inservice teachers in the district-adopted scientifically based programs to further reduce the incidence of alcohol and other drug use as well as tobacco use and to improve overall resiliency. 2. Each site needs a designated individual for implementation and monitoring of the programs. 3. Focus on the main drug used – alcohol.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Red Ribbon Week Activities Extracurricular programs, clubs, events Summer School Interscholastic Athletics Student Government Specialized PE programs at Middle and High School Counseling programs at each of the school sites and through lighthouse Alternative education including continuation and independent study Community Liaison programs at all elementary sites School Counseling Programs at middle schools and high schools GATE offerings at sites

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none">1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone.2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues.3. Smoking has been dramatically reduced.4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program.5. The district has a phone-dialing system for mass-calling of families.6. The district has an updated website to provide current communication with families.	<ol style="list-style-type: none">1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs.2. There is a need for coordination between and among the school sites and the district level.3. Establish a sustainable management system for program.

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 4/06 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by (Met 02 – 06 goal for 7th and 11th grades; not for 9th)	5 th 8% 7 th 16% 9 th 37% 11 th 47%	5 th -1% 7 th -2% 9 th -2% 11 th -2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: (Met 02 – 06 goal for 7th & 11th; not for 9th)	5 th N/A 7 th 7% 9 th 13% 11 th 16%	5 th N/A 7 th -2% 9 th -2% 11 th -2%
The percentage of students that have used marijuana will decrease biennially by: (Met 02 – 06 goal for 7th, 9th & 11th)	5 th N/A 7 th 8% 9 th 29% 11 th 53%	5 th N/A 7 th -2% 9 th -2% 11 th -2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: (For 5th grade - % of students who have EVER used alcohol – may be misunderstanding question?) (Met 02 – 06 goal for 7th, 9th & 11th)	5 th 45% 7 th 12% 9 th 37% 11 th 47%	5 th -2% 7 th -2% 9 th -2% 11 th -2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: (Met 02 – 06 goal for 7th; not for 9th – stayed the same; not for 11th – increased 4%)	5 th N/A 7 th 3% 9 th 13% 11 th 25%	5 th N/A 7 th -2% 9 th -2% 11 th -2%

<p>The percentage of students that feel very safe at school will increase biennially by:</p> <p>(Did not meet 02 – 06 goals for 7th, 9th, 11th)</p>	<p>7th <u>11</u> %</p> <p>9th <u>14</u> %</p> <p>11th <u>23</u> %</p>	<p>7th <u>+2</u> %</p> <p>9th <u>+2</u> %</p> <p>11th <u>+2</u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p> <p>(Met 02 – 06 goal for 7th; did not meet goal for 9th & 11th)</p>	<p>7th <u>23</u> %</p> <p>9th <u>167</u>%</p> <p>11th <u>10</u> %</p>	<p>7th <u>-2</u> %</p> <p>9th <u>-2</u> %</p> <p>11th <u>-2</u> %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>1</u>% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>2</u> %</p>	<p><u>-1</u> %</p>

<p align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: <u>4/06</u> Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 2% (Met 02 – 06 goal for 7th & 9th; did not meet for 11th)</p>	<p>7th <u>33%</u> 9th <u>25%</u> 11th <u>37%</u></p>	<p>7th +2% 9th +2% 11th +2%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 2% (Met 02 – 06 goal for 7th & 9th grades; did not meet for 11th)</p>	<p>7th <u>55%</u> 9th <u>35%</u> 11th <u>40%</u></p>	<p>7th +2% 9th +2% 11th +2%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 2% (Did not meet 02 – 06 goals)</p>	<p>7th <u>9%</u> 9th <u>8%</u> 11th <u>12%</u></p>	<p>7th +2% 9th +2% 11th +2%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: (no data available for this portion of the module)</p>	<p>9th % 11th %</p>	<p>9th % 11th %</p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<p align="center">Positive Action Project Alert</p>	ATODV	<p align="center">1-12 7</p>	<p align="center">4000 600</p>	<p align="center">June 2005 June 2006</p>	<p align="center">Summer 05&06 Spring 2008</p>	<p align="center">August, 2005 August, 2006</p>

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs	ATODV	Grades K-12
	Conflict Mediation/Resolution		
√	Early Intervention and Counseling	ATODV	Grades K-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders	ATODV	Grades K-12
	Positive Alternatives		
√	School Policies	ATODV	Grades K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

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

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

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The next Healthy Kids Survey will be implemented in 2009/10/ Additionally the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

The district has published the results of the 2006 Healthy Kids Survey and will publish the results of the 2009/10 Healthy Kids Survey during as soon as it is available. . It will be available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline

The District will develop an analysis of all data each school year. A report of the analysis of the data will be published. A summary of the results will be presented at a meeting of the governing board each fall.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.

The services listed below are funded for the students identifies with the greatest needs

- 1) Psychological counseling
- 2) After school programs focusing on improving academic performance
- 3) After school athletic programs
- 4) Alternative education opportunities

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District will consult with probation and other law enforcement agencies as well as county-operated programs. The district representative meets with the county Medical Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

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

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

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activities such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The district accountability report card will be developed and placed on the district web site as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

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

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

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	N/A

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)	a) Trimester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer schools e) 10th grade counseling is provided f) Student notice for all students receiving failing grades.	All students	Teachers, counselors, administrators On-going	The school will increase its graduation rate by 5%	a) None b) Title 1 c) Hourly d) Hourly e) 10 th grade counsel f) None
5.2 (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP and ROTC	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District
5.3 (Advanced Placement)	a) Students are able to take AP classes on line and on campus	All students	Teachers On-going	The school will double the number of students taking AP classes	Tech Grant/ District

Additional Mandatory Title I Descriptions

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

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

The district uses free and reduced lunch eligibility under the NSLP guidelines. Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

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

The Western Placer Unified School District had used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-1; however that norm-referenced test is no longer used in CA schools. Instead, students scoring below proficient on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

Additional Mandatory Title I Descriptions

(continued)

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

- a) The district provides increased learning time through after school programs at each school.
- b) The district provides extensive staff development for improving instruction.
- c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
- d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
- e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
- f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
- g) The district provides after school intervention with summer school options
- h) The district provides counseling services to students.
- i) Student who have not passed the high school exit exam are offered tutorial assistance.
- j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

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

- a) The district will assist schools in analyzing student data through the use of a variety of applications.
- b) Before and after school programs and summer school will continue.
- c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
- d) The district will assist the school in following the mandates including school choice and supplemental instruction.

Additional Mandatory Title I Descriptions

(continued)

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

- a) Parents will be notified of their option to transfer their student from a PI school.
- b) Schools space will be made available to accommodate students.
- c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
- d) Transportation will be provided for any student whose parents have exercised the choice option.
- e) Parents will be notified of their option prior to the beginning of the school year if the state provides that information by that timeline; if not, parents will be notified as soon as the information is available.
- f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
- g) A list of approved providers will be included with the notification.
- h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
- i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

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

The district coordinator will work with site level administrators and with teacher representatives (CAIPS Committee) to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies and methods for ensuring the continued success of our students.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New 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% 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

Scott Leaman
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
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

APPENDIX F

SITE NEEDS ASSESSMENTS AND SMART GOALS: (See attachment after Title III Addendum)

Elementary Schools

- Carlin C. Coppin Elementary School
- Creekside Oaks Elementary School
- First Street School
- Foskett Ranch Elementary School
- Lincoln Crossing Elementary School
- Sheridan Elementary School
- Twelve Bridges Elementary School

Middle Schools

- Glen Edwards Middle School
- Twelve Bridges Middle School

High Schools

- Lincoln High School
- Phoenix High School

TITLE III LEA Improvement Plan Addendum – Western Placer Unified School District

Directions: Address the topic matter requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

- 1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

A. Analysis of Data and problems found.

Western Placer Unified School District has exceeded the targets for AMAOS 1 and 2 for the last four years. Our students are making adequate progress through the CELDT levels.

WPUSD has not been as successful on AMAO 3. In the area of Mathematics, this is the first year we did not make the targeted growth. Our growth rate was 43.8% not the required 45.5%. This was only 1.7% less than the target. The previous 3 years we exceeded the growth target. This year we improved 3.5% from our prior year score which did fall short of the 5.5% necessary. We were able to make Safe Harbor for English Language Arts with 30.9% of ELS becoming proficient. This is an 8% increase over the prior year. The data indicates that our largest group of EL students is found in the Intermediate language level. More of these Intermediate students tested on the Below Basic and Basic ranges of the CST for English Language Arts than at the Proficient level. We also have a large group of Early Advanced and Advanced students who are not proficient on the CST in English Language Arts. The prior year 2.6% of the Early Advanced and above were English Proficient. This past year 3.1% were English Proficient. We are making growth but not enough to reach the target. In looking at our RFEP student population, 59% were Proficient or Advanced on the CST for ELA and 75% were Proficient or Advanced on the CST for math. There are 38% in the Basic range for ELA and 21% in the Basic Range for math. There were 4% Below Basic in ELA and 5% Below Basic or Far Below Basic in Math.

Looking at CELDT data 36% of English Learners are still at the Intermediate level after six years or more while 51% remain at the Early Advanced or Advanced level. We are making good progress at the Early Intermediate and Beginning levels of CELDT. At three years or less, 20% are in the Early Intermediate range while 19% are in the Beginning Range. By year four, the Early Intermediates have dropped to 12% and the Beginning English Learners have dropped to 2%. The Reading strand of the CELDT is an area of concern with nearly half of students tested staying at level 3 or lower and even having their Reading scores drop. A component of success in reading is the development of Academic Language to improve comprehension and oral and written language production. This is an area of concern since our ELD curriculum does not address Academic Language proficiency.

At the high school 33% of 10th grade English Learners passed the CAHSEE and 17% were proficient on CAHSEE. Our reclassified 10th graders were more successful with 88% passing the CAHSEE and 41% passing with proficiency.

Summary: Our CST scores have increased substantially for English Language Arts and Math. As the growth target increases our efforts to support English Learners to become proficient on the CST for Mathematics also must increase. Although we reached Safe Harbor for English Language Arts that is another area that needs increased support for English Language Learners. We need to target long-term ELS who are languishing as Intermediates on the CELDT. We also need to target Early Advanced/Advanced students on the CELDT who are not scoring as Proficient on the CST for English Language Arts. Additionally, we need to target those RFEP students who are not Proficient.

B. Strengths and weaknesses of the current plan.

The STRENGTHS of the Title III LEA Plan include the following: 1.) A Newcomer program for English Learners who have been in the U.S. less than twelve months is in place at the elementary 2nd – 5th and also at a middle school that supports newcomer students 6th – 12th. 2.) Pacing guides and benchmark assessments are in place at the elementary and are being developed at the secondary schools. A district-wide data system is in place to analyze benchmark data for all sub-groups. English Learner data can be disaggregated to see which Standards in Math and English Language Arts need reteaching and/or intervention. 3.) A new Math curriculum has been adopted K-8 that includes a remediation component for math concepts. 4.) A Response to Intervention model has been initiated in the district to support English Learners and other struggling students. 5.) Elementary administrators have completed AB 466 training. District teaching staffs have attended GLAD strategy workshops, Differentiated Instruction workshops, and other workshops that contain research-based instructional strategies from authorities such as Dr. Kate Kinsella, and Dr. Stephen Krashen. 6.) Intervention materials have been provided to elementary sites for reading intervention groups, Corrective Reading, Reading Mastery, and Systematic Instruction in Phonemic Awareness, Phonics, and Sight words. 7.) The district is moving into Professional Learning Communities district wide. We are identifying essential standards, developing formative assessments, and meeting in collaborative teacher teams to identify students needing additional support and to create intervention groups to provide remediation in math and language arts. 8.) English Learners have an English Language Learners Individualized Learning Plan (ELLILP) if they are Beginning or Early Intermediate language levels. If they are below 325 on the CST in English Language Arts or Math and are Intermediate, Early Advanced, or Advanced language levels they also have an ELLILP. This plan determines baseline abilities at the beginning of the year and establishes goals for each child to reach in that school year to support their moving up a language level on the CELDT. The plan is monitored by district assessments. There is also an English Language Development Standards checklist at grade levels K -5 to support struggling English Learners. 9.) A Support Program Specialist for Intervention was hired in 2007 to monitor English Language Learners progress district wide. This position monitors ELD classes, identifies struggling students, and those ready for reclassification, provides coaching and staff development of research-based instructional strategies,

and consults on district Student Study Teams and IEPs to support ELLs. 10.) Parental involvement has increased due to parental classes from the Parent Institute of Quality Education and the involvement of REDIRECT in our community. More participation at ELACS and the DELAC has been the result. We also have increased the amount of ESL classes available to parents and other adults in the community.

WEAKNESSES: We are at the beginning stages of implementation in our Professional Learning Communities and Response to Intervention programs. We are developing essential standards and working in collaborative teams to improve student achievement. District benchmark assessments are in place and testing data is being accumulated. The next step is for teachers to look critically at the data to form intervention groups and to develop formative assessments that are standards based to monitor student progress. The use of data to inform instruction and to monitor student progress will also lead to improved teaching practices and the identification of needed staff development. Additional monitoring of SDAIE strategies in content classes and the implementation of ELD in mainstreamed classes needs to happen on a regular basis by site administrators to ensure that those practices are occurring regularly and effectively.

C. Identify and describe factors contributing to failure to meet AMAO 3.

1. ELs may have remained at the Intermediate level because they have not received standards based ELD instruction daily. Observations, interviews and surveys of staff and administration indicate that students Intermediate and higher who are mainstreamed for ELD may not be receiving effective or sufficient English Language Development instruction. The district is lacking a curriculum for ELD for Intermediate and higher students that develops academic language and good oral language production. Our district adopted ELD curriculum is not effective for Intermediate and higher students. Teachers have not been consistently monitored from site to site to ensure that they are directing instruction in a mainstreamed setting utilizing ELD standards to meet the needs of their English Learners. Consistent monitoring has not been done to ensure that SDAIE strategies are being used in content classes to support English Learners who are mainstreamed.

2. The needs of long-term English learners have not been addressed consistently district wide. Long-term ELs need to be clearly identified, targeted, and monitored for progress.
3. The needs of RFEP students have not been targeted consistently. Those RFEP students who are not Proficient need to be identified, targeted, and monitored for progress, particularly those few who were Below Basic.
4. Interviews and surveys of staff have indicated that good reading and math interventions are not being implemented at all sites. At some sites, they are still in the planning stages. We accumulate data, but the analysis of data to target student achievement is still in the beginning stages. When we do have students in interventions, we are lacking formative assessments to monitor their progress.
5. Teacher feedback has indicated implementing the new math curriculum at the elementary level has been challenging. Identifying students in need of intervention and utilizing the new math intervention curriculum is a work in progress. Additional staff development and grade level collaboration of effective teaching strategies for math are necessary.

D. Conclusion: From the data we reviewed, and the probable causes we identified, WPUSD needs to improve the performance of long-term EL students in math and language arts. We need to monitor the ELD of mainstreamed Intermediate and above students to ensure that it is occurring daily and is effective. We need to find supplemental ELD materials to promote good oral language production and the development of academic language. We need to target long-term EL students and RFEP students to make sure they are making progress in math and language arts. We need to analyze our data to identify struggling students and provide timely interventions in math and language arts. We need to develop formative assessments to ensure that students are making progress and that our interventions and/or our instruction are working.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p>	N/A	N/A	N/A
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;ELSSA)</p> <p>Objective: All English Learners have access to appropriate Reading/Language Arts Instruction: All English Learners will have appropriate reading and language arts instruction based on their assessed needs. They will have appropriate modifications of materials and instruction designed to meet their English Language Proficiency level and their academic skills.</p> <ul style="list-style-type: none"> • Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. • Current interventions will be noted and monitored for effectiveness. Interventions will be implemented and monitored if they are not currently in place and are required. • PLC collaborative grade level/department teams at each site will utilize testing data to identify any additional/future areas of concern for English learners and RFEP students, implement interventions, and 	<p>Site Administrator / Counselors /SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS - Int</p>	<p>Aug 2009, Jan 2010, Aug 2010, Jan 2011</p> <p>Sept 2009, Nov 2009, March 2010, May 2010, Sep 2010, Nov 2010, March 2011, June 2011</p> <p>Dec 14, 2009 Jan 25, 2010 Feb 22, 2010 Mar 22, 2010</p>	<p>No funding</p> <p>No funding</p> <p>No funding</p>

<p>develop formative assessments to monitor progress.</p>		<p>May 24, 2010 Sept 2010, Oct 2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011</p>	
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>Objective: All English Learners have access to appropriate Mathematics Instruction. All English Learners have appropriate mathematics instruction and curriculum and opportunities for advanced mathematics class placement. They will have appropriate modifications of materials and instruction designed to accommodate their English Language Proficiency.</p> <ul style="list-style-type: none"> • Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. • Current interventions will be noted and monitored for effectiveness. Interventions will be implemented and monitored if they are not currently in place and are required. • PLC collaborative teams will utilize testing data to identify any additional/future areas of concern for English learners and struggling RFEP students, implement interventions, and develop formative assessments to monitor progress. 	<p>Site Administrator / SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS - Int</p>	<p>Aug 2009, Jan 2010, Aug 2010, Jan 2011</p> <p>Sept 2009, Nov 2009, March 2010, May, 2010, Sep 2010, Nov 2010, March 2011, June 2011</p> <p>Dec 14, 2009 Jan 25, 2010 Feb 22, 2010 Mar 22, 2010 May 24, 2010 Sept 2010, Oct</p>	<p>No funding</p> <p>No funding</p> <p>No funding</p>

		2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011	
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>Objective: Coordinate district-wide professional development to focus on English Learners.</p> <ul style="list-style-type: none"> • Develop and refine Professional Learning Communities and collaborative team work to meet the needs of English Learners and other struggling students. Attendance at Dafour workshops and book study groups for teachers, counselors, and administrators. • Implement and refine Response to Intervention framework, classes, and strategies. Attendance at Mike Mattos workshops by teachers, counselors, and administrators. • Offer math concept instruction to 4th – 5th teachers to enable to teach new adoption more effectively. 	<p>Asst Supt/ Site Administrators/ Teachers</p> <p>Asst Supt/ Site Administrators/ Teachers</p> <p>Asst Supt</p>	<p>Jan/March 2010 ongoing June 2011</p> <p>Jan/March 2010 ongoing June 2011</p> <p>Feb 2010</p>	<p>SLIG/ Professional Development Drop Grant/ Title III</p> <p>SLIG/ Professional Development Drop Grant/ Title III</p> <p>Professional Development Drop Grant/ Title III</p>

<p>supporting school achievement will be continued. Additional parenting classes will be offered as needs are identified by parent input at ELAC and DELAC meetings and/or good programs are discovered.</p> <ul style="list-style-type: none"> • Develop ELAC and DELAC attendance. • Increase Adult Ed classes to meet the needs of the parents of ELs such as ESL and computer literacy. 	<p>Site Admin/SPS In</p> <p>SPS – Int</p>	<p>2010; Sep 2010; Feb 2011</p> <p>Nov 2009 – June 2011</p> <p>Sept 2009 – June 2011</p>	<p>CBET/</p> <p>No funding</p> <p>Adult Ed/ Title III</p>
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>