

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

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

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

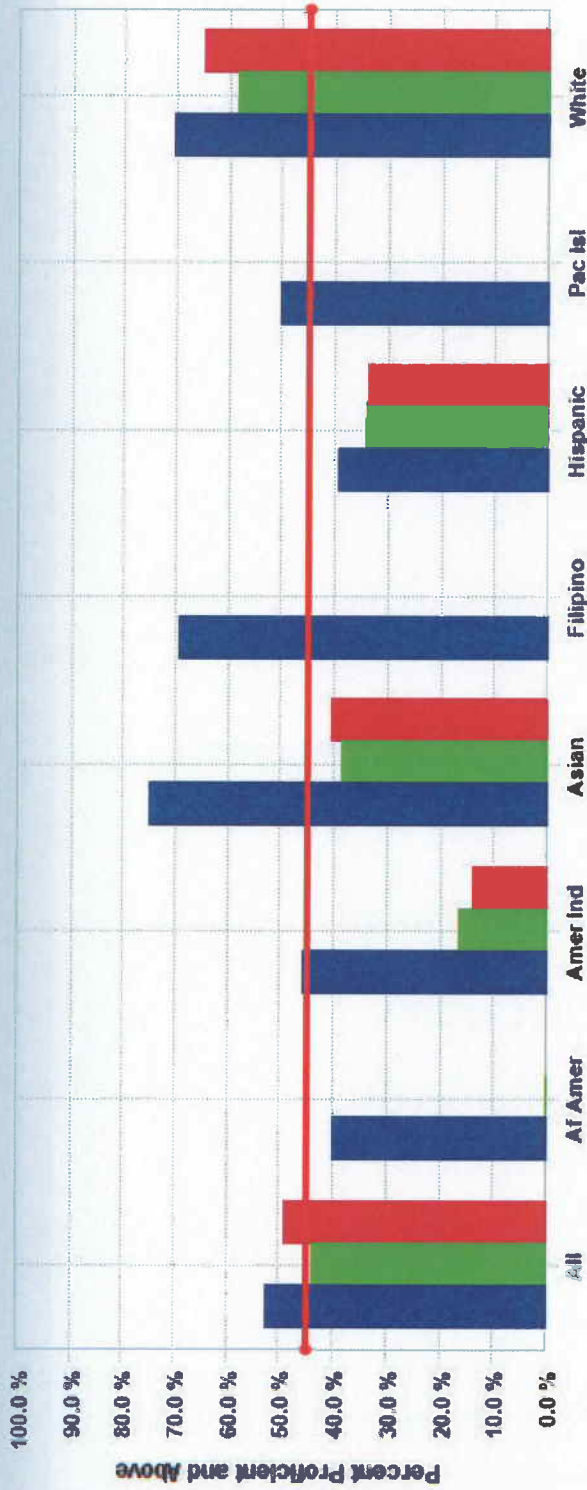
Ethnicity	Enrollment	Percent of Total Enrollment
American Indian	55	3.2
Asian	125	7.3
Pacific Islander	7	.4
Filipino	3	.2
Hispanic	656	38.4
African American	11	.6
White	848	49.6
Special Programs		
English Learners (EL)	309	18.1
Fluent-English-Proficient (FEP)	370	21.1
Free/Reduced Meals	1,010	59.1

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

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

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

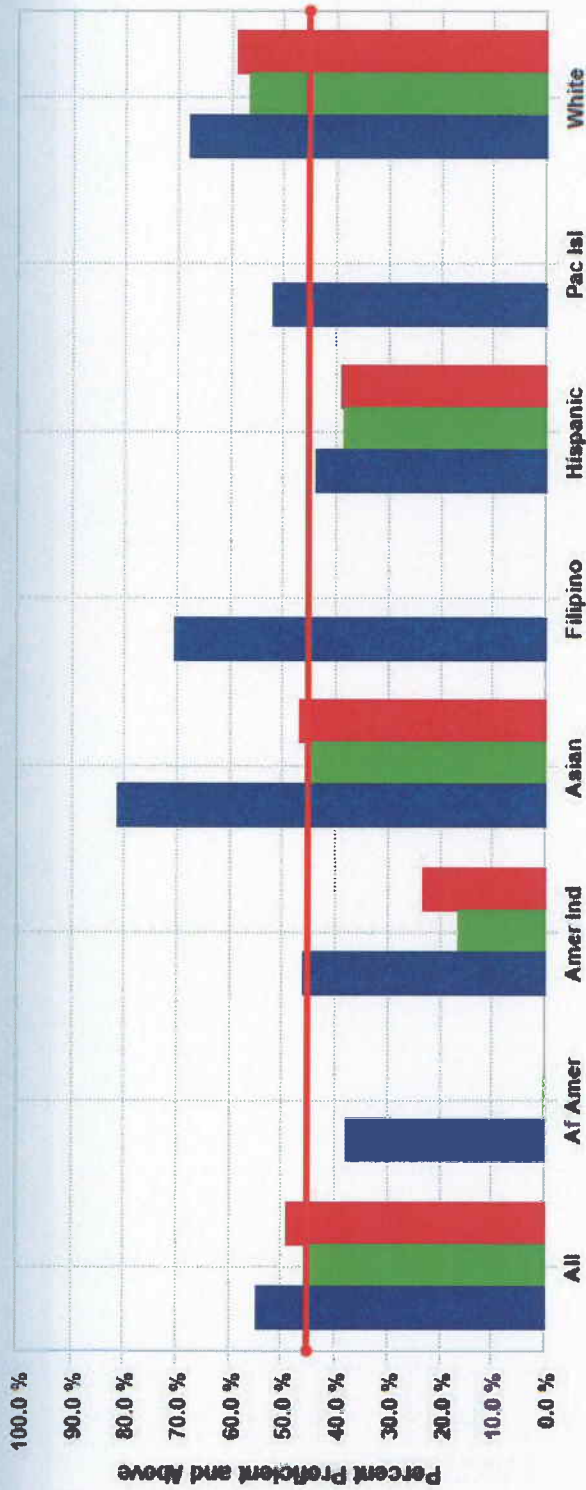
Willows Unified School District Comparisons
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2009 English-Language Arts



2009 AYP Percent Proficient Target 45 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	52.4 %	40.1 %	45.8 %	74.8 %	69.2 %	39.2 %	50.1 %	70.3 %
California #	1,930,437	110,712	14,446	237,505	74,315	720,798	12,412	735,871
Glenn County %	44.0 %	0.0 %	16.7 %	38.6 %	34.0 %	34.0 %		58.5 %
Glenn County #	1,391		2	32		548		748
Willows Unified District %	49.2 %		13.8 %	40.6 %		33.8 %		64.9 %
Willows Unified District #	472		4	26		131		301

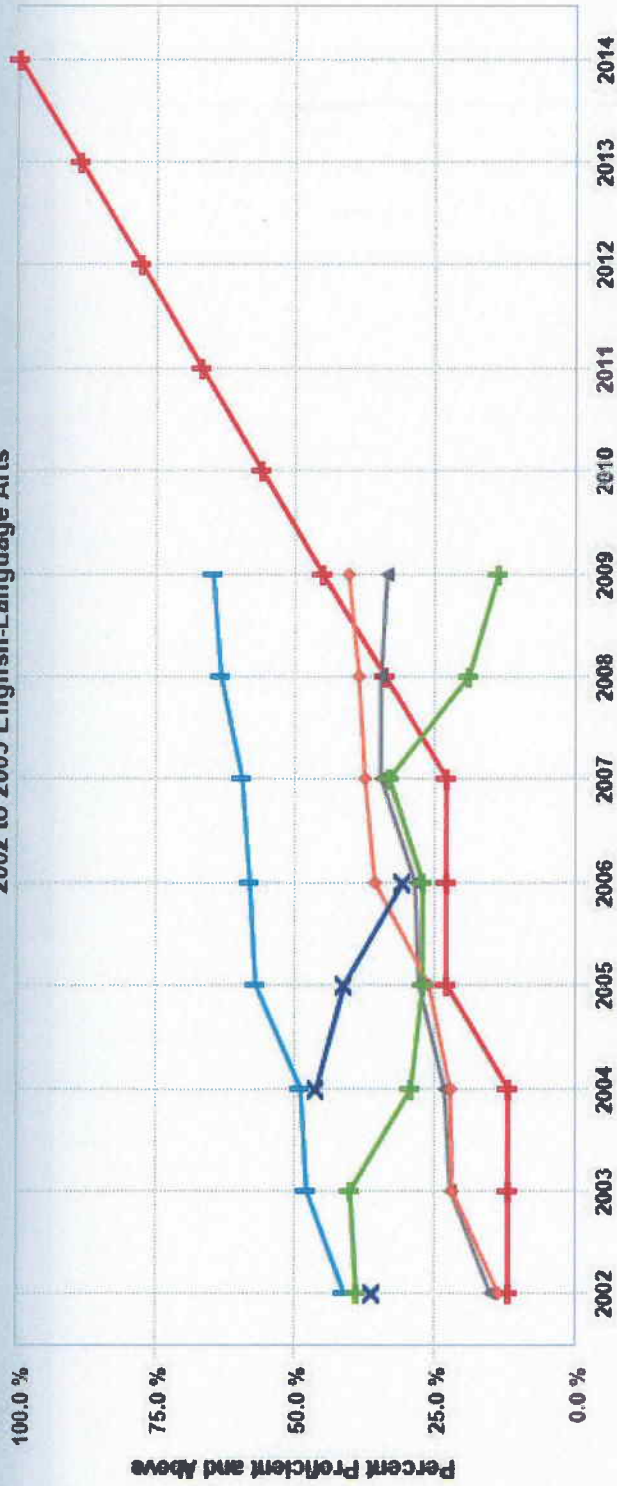
Willows Unified School District Comparisons
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2009 Mathematics



2009 AYP Percent Proficient Target 45.5 %

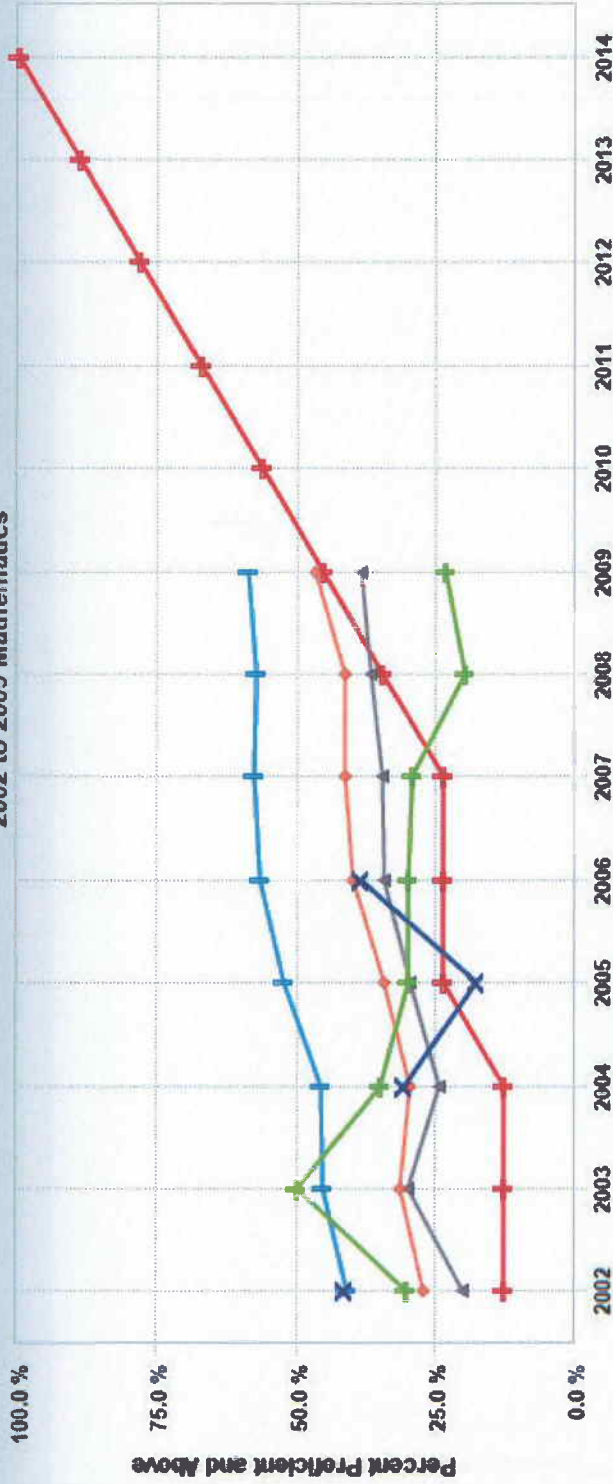
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	54.5 %	37.9 %	45.9 %	81.1 %	70.5 %	44.0 %	52.1 %	67.7 %
California #	2,014,732	105,230	14,568	257,756	75,762	814,232	12,938	710,318
Glenn County %	45.5 %	0.0 %	16.7 %	44.6 %	38.5 %	38.5 %	56.7 %	56.7 %
Glenn County #	1,447	2	37	624	728	728	728	728
Willows Unified District %	49.0 %	0.0 %	23.3 %	46.9 %	38.8 %	38.8 %	58.8 %	58.8 %
Willows Unified District #	474	0	7	30	152	152	275	275

Glenn County
Willows Unified School District
Percent Proficient - Annual Measurable Objectives (AMOs)
2002 to 2009 English-Language Arts



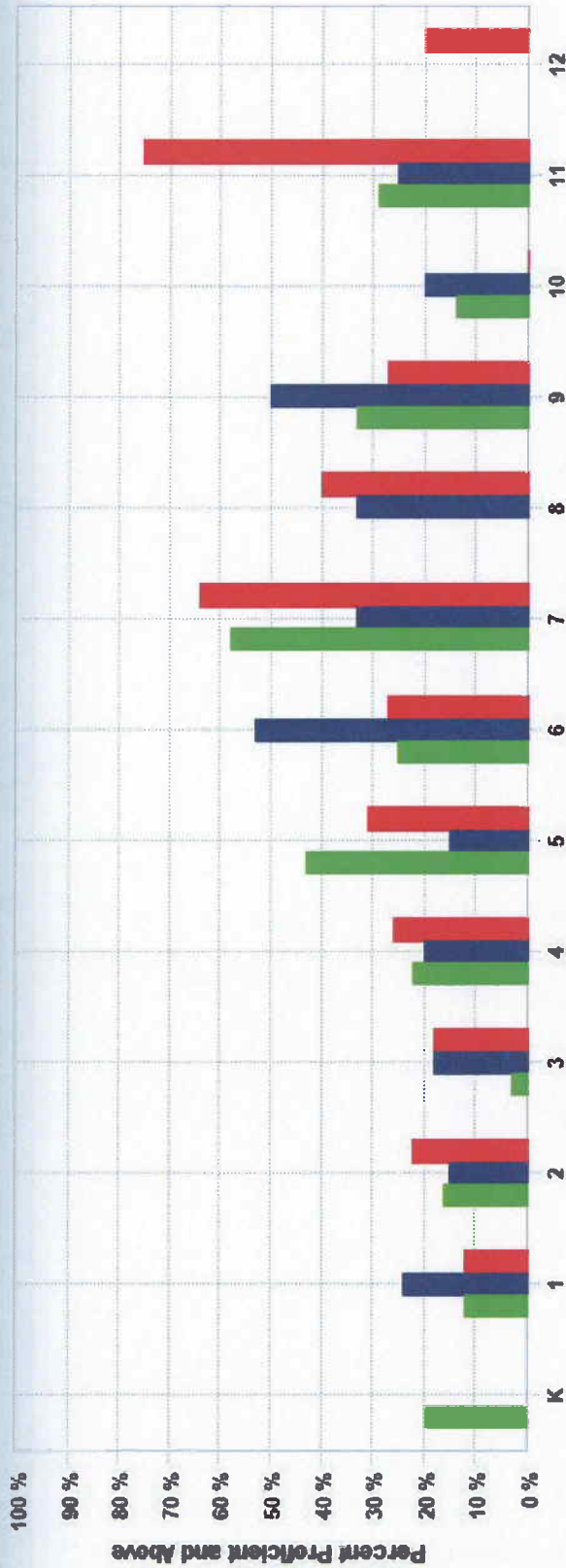
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American	36.3 %		46.1 %	41.2 %	30.8 %								
American Indian	39.1 %	40.0 %	29.4 %	27.3 %	27.3 %	33.3 %	19.2 %	13.8 %					
Asian	13.8 %	22.1 %	22.3 %	26.4 %	35.8 %	37.7 %	38.6 %	40.6 %					
Filipino	15.1 %	22.4 %	23.4 %	27.9 %	28.8 %	34.8 %	34.9 %	33.8 %					
Hispanic	41.3 %	47.8 %	49.1 %	57.0 %	58.2 %	59.6 %	63.5 %	64.9 %					
Pacific Islander	12.0 %	12.0 %	12.0 %	23.0 %	23.0 %	23.0 %	34.0 %	45.0 %	56.0 %	67.0 %	78.0 %	89.0 %	100.0 %
Unified/High Distts, COE's													

Glenn County
Willows Unified School District
Percent Proficient - Annual Measurable Objectives (AMOs)
2002 to 2009 Mathematics



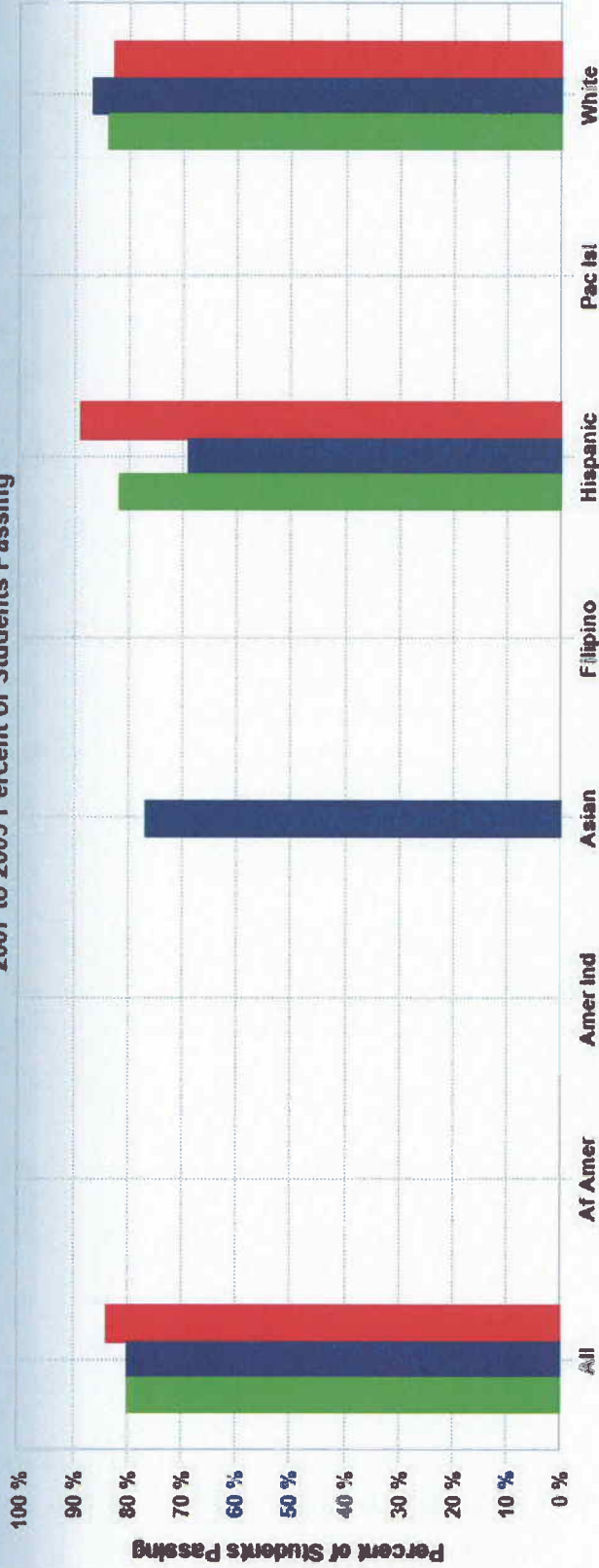
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American	30.7 %	31.7 %	29.7 %	34.5 %	30.3 %	40.2 %	41.4 %	46.9 %					
American Indian	30.4 %	50.0 %	31.7 %	34.5 %	30.3 %	40.2 %	41.4 %	46.9 %					
Asian	27.2 %	31.7 %	29.7 %	34.5 %	30.3 %	40.2 %	41.4 %	46.9 %					
Filipino	20.1 %	30.3 %	24.5 %	29.9 %	29.9 %	34.5 %	34.6 %	38.8 %					
Hispanic	41.0 %	45.3 %	45.9 %	52.4 %	56.7 %	56.7 %	57.7 %	58.8 %					
Pacific Islander	12.8 %	12.8 %	12.8 %	12.8 %	12.8 %	12.8 %	12.8 %	12.8 %					
White	41.6 %	30.3 %	30.3 %	30.3 %	30.3 %	30.3 %	29.6 %	23.3 %					
Unified/High Dist, COE's	41.6 %	30.3 %	30.3 %	30.3 %	30.3 %	30.3 %	29.6 %	23.3 %	56.4 %	67.3 %	78.2 %	89.1 %	100.0 %

**Willows Unified School District
California English Language Development Test (CELDT)
2007 to 2009 Percent Proficient and Above**



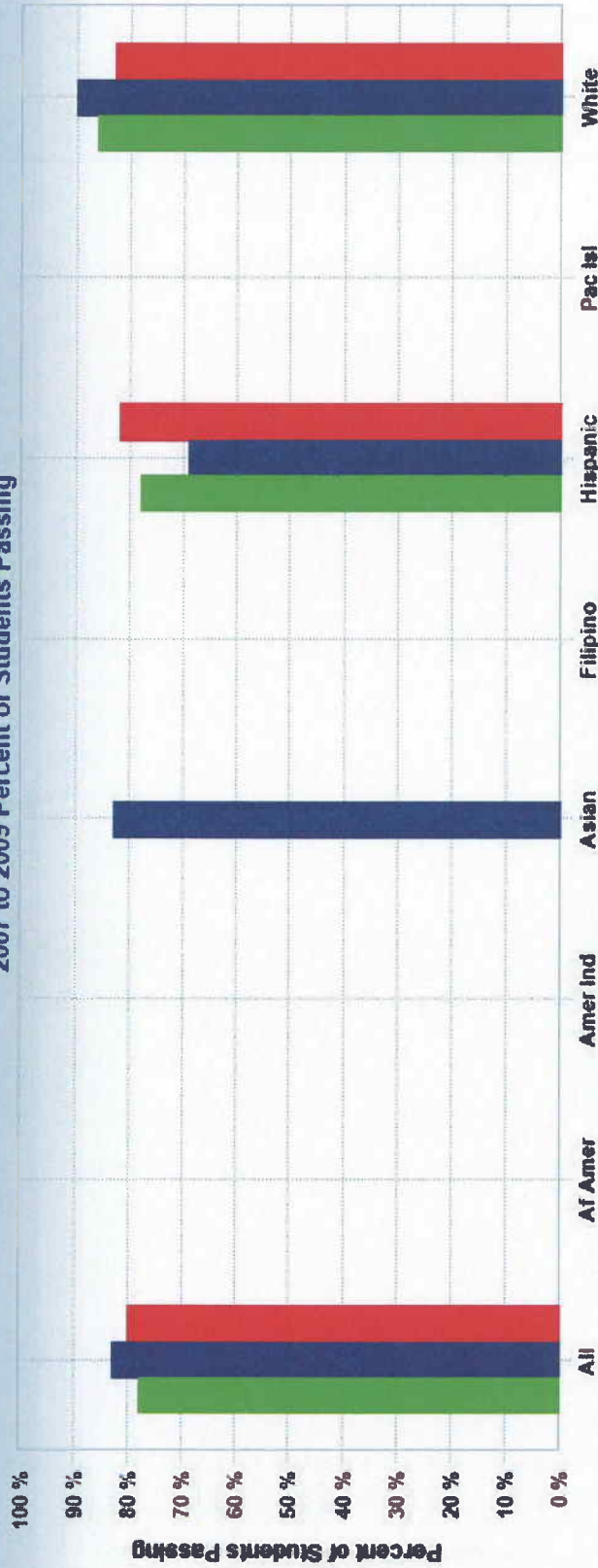
	K	1	2	3	4	5	6	7	8	9	10	11	12
2007 #	1	6	6	1	5	9	5	14	3	1	2		
2008 #		12	7	6	5	3	8	6	6	2	1	1	
2009 #		12	22	18	26	31	27	64	40	27	0	75	20
2007 %	20%	12%	16%	3%	22%	43%	25%	58%	33%	14%	14%	29%	
2008 %		24%	15%	18%	20%	15%	53%	33%	33%	50%	20%	25%	
2009 %		12%	22%	18%	26%	31%	27%	64%	40%	27%	0%	75%	20%
2009 #		6	10	7	7	6	4	9	6	3	0	3	1

Willows Unified District
 CAHSEE English-Language Arts: Grade 10 Students
 2007 to 2009 Percent of Students Passing

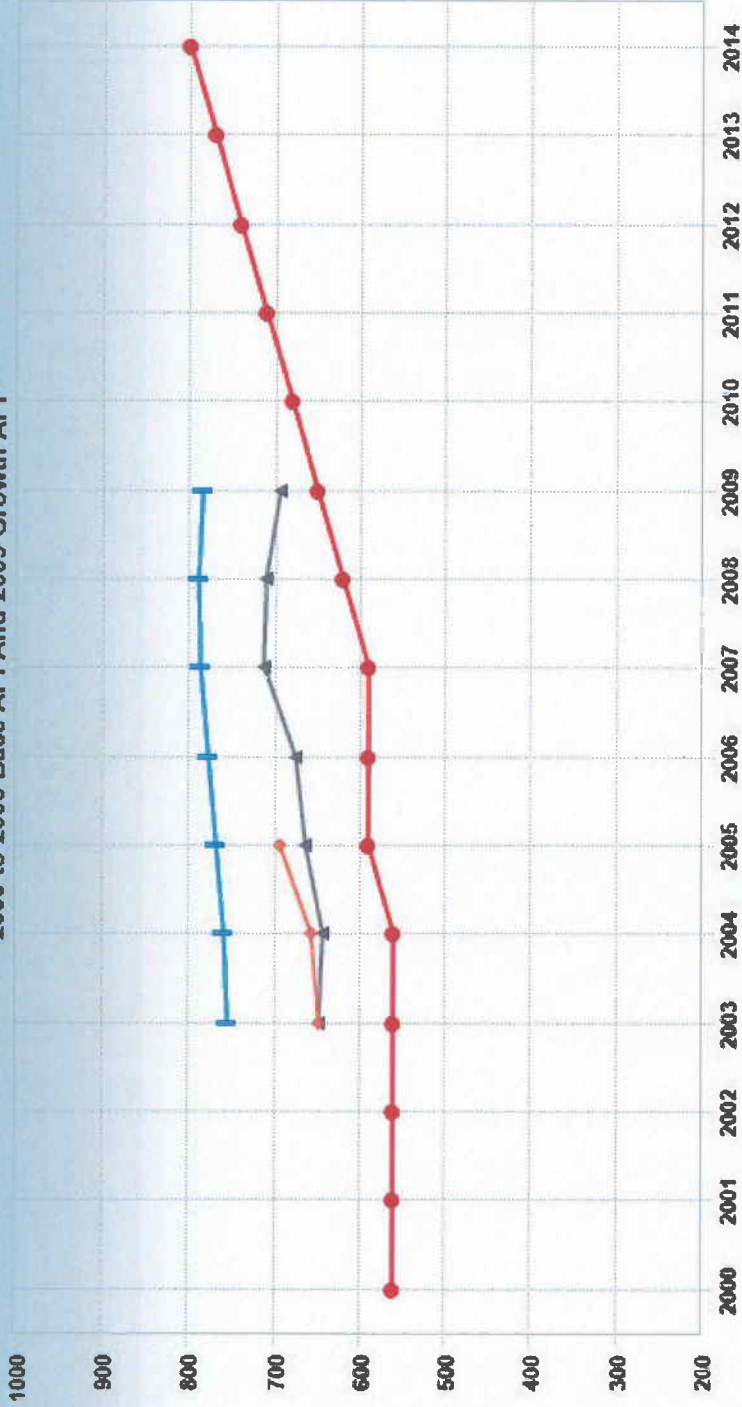


	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
2007 %	80 %					82 %		84 %
2007 #	105					36		59
2008 %	80 %			77 %		69 %		87 %
2008 #	103			10		22		67
2009 %	84 %					89 %		83 %
2009 #	98					24		60

Willows Unified District
 CAHSEE Mathematics: Grade 10 Students
 2007 to 2009 Percent of Students Passing



Willows Unified School District
2000 to 2008 Base API And 2009 Growth API



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American															
American Indian															
Asian			649	658	695										
Filipino															
Hispanic															
Pacific Islander															
White															
API Target of AYP	560	560	560	560	560	590	590	590	620	650	680	710	740	770	800

AMAO 1 - Percent of Students Making Annual Progress in Learning English

	2008-09	2007-08	2006-07
Number of Annual CELDT Takers	248	242	240
Number/Percent with Required Prior CELDT Scores	247 / 99.6%	226/93.4%	230/95.8%
Number in Cohort Meeting Annual Growth Target	127	124	116
Percent Meeting AMAO 1 in LEA	51.4%	54.9%	50.4%
Target	51.6%	50.1%	48.7%
Met Target for AMAO 1	No	Yes	Yes

AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2008 Annual CELDT Takers in Cohort	141	130	133
Number in Cohort Attaining English Proficient Level	39	34	40
Percent Meeting AMAO 2 in LEA	27.7%	26.2%	30.1%
Target	30.6%	28.9%	27.2%
Met Target for AMAO 2	No	No	Yes

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

	2008-09	2007-08	2006-07
English-Language Arts			
Met Participation Rate for English Learner Subgroup	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner Subgroup	No	No	Yes
Mathematics			
Met Participation Rate for English Learner Subgroup	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner Subgroup	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Met All AMAO Criteria

Met all AMAOs	No	No	Yes
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Willows High School

English Language Arts

% of Students	2003		2004		2005		2006		2007		2008		2009	
	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10
Advanced	11	11	16	19	23	26	17	7	10	12	23	10	20	13
Proficient	35	36	32	26	30	29	23	31	31	28	21	27	20	23
Basic	37	31	32	32	30	30	37	45	38	33	25	41	39	40
Below Basic	14	16	18	16	13	9	16	14	19	19	21	15	11	10
Far Below Basic	3	6	1	7	4	6	8	3	3	8	10	7	10	14

Algebra I

% of Students	2003		2004		2005		2006		2007		2008		2009	
	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10
Advanced	0	0	0	3	1	0	1	0	0	0	0	0	0	0
Proficient	34	11	13	31	23	6	14	0	0	17	6	10	0	13

Basic	39	66	62	46	44	33	27	48	39	41	33	24	15	19
Below Basic	18	20	22	11	29	55	43	38	56	34	44	37	59	50
Far Below Basic	9	3	2	9	3	6	14	15	6	7	17	30	26	19
Geometry														
% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Advanced	3	0	0	0	11	4	11	0	0	0	0	0	0	0
Proficient	23	41	43	45	50	43	30	3	15	7	23	17	2	4
Basic	43	41	48	46	39	36	30	61	45	50	46	48	39	32
Below Basic	30	14	10	3	0	14	30	36	38	36	28	31	49	55
Far Below Basic	0	5	0	0	0	4	0	0	3	7	3	3	8	9
Algebra II														
% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	4	0	0	0	0	0	4
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	13	20	27	42	20	32	32
Basic	n/a	n/a	n/a	n/a	n/a	100	0	46	56	36	47	44	47	36
Below Basic	n/a	n/a	n/a	n/a	n/a	(1)	0	29	16	32	5	36	21	24
Far Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	8	8	5	5	0	0	4
History														
% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	1	8	5	5	2	7	13
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	15	10	28	15	10	26	12
Basic	n/a	n/a	n/a	n/a	n/a	50 (1)	0	33	25	32	36	30	28	33
Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	24	25	16	20	31	19	15
Far Below Basic	n/a	n/a	n/a	n/a	n/a	50 (1)	100	27	31	19	23	27	19	27
Science														
% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
Advanced	1	0	1	7	10	19	10	2	6	4	7	12	17	17
Proficient	11	3	16	30	32	24	25	25	24	29	39	34	38	21
Basic	50	33	53	37	30	42	46	51	47	55	38	33	31	38
Below Basic	20	40	18	19	14	12	13	19	19	8	12	12	5	17
Far Below Basic	18	23	13	7	13	4	6	3	3	4	4	10	9	8

(Biology)

(Earth Science/Integrated)

(Life Science) 2007	(Life Science) 2008	(Life Science) 2009
grade 10	grade 10	grade 10
23	26	25
35	31	32
27	19	23
8	14	12
7	10	8

Murdock Elementary

English Language Arts

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3
Advanced	8	7	12	13	16	9	7	10	6	12	6	8	9	10
Proficient	21	28	21	21	31	33	30	23	18	27	23	26	31	28
Basic	37	37	39	41	39	32	38	38	37	39	40	42	36	29
Below Basic	21	17	19	17	10	22	16	18	28	14	18	19	19	23
Far Below Basic	12	11	10	8	4	5	10	12	12	8	13	5	6	10

Math

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3
Advanced	18	15	20	18	17	16	12	18	18	31	28	25	30	35
Proficient	25	30	25	31	34	31	33	33	26	29	30	36	36	26
Basic	37	30	31	30	27	26	33	22	30	25	22	23	21	23
Below Basic	17	21	22	17	19	25	18	23	24	11	18	14	10	14
Far Below Basic	3	5	2	5	2	2	4	4	2	4	3	1	3	1

Willows Intermediate

English Language Arts

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6
Advanced	7	16	14	12	18	16	12	10	14	14	15	13	19	11
Proficient	25	22	26	20	41	28	35	29	29	31	20	26	37	30
Basic	37	42	4	42	33	37	36	37	34	38	38	38	30	31
Below Basic	20	8	16	15	6	17	9	15	17	9	19	17	10	23
Far Below Basic	12	13	10	10	2	2	8	10	6	7	8	6	4	5

Math

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008
	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6
Advanced	3	2	5	11	13	16	11	5	9	9	8	5	12
Proficient	22	26	25	27	33	24	28	32	25	25	26	28	28
Basic	28	35	34	33	34	39	39	39	41	39	29	38	36
Below Basic	37	29	23	22	18	16	20	20	23	23	30	24	20
Far Below Basic	11	8	13	8	2	4	2	5	2	4	8	5	5

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

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

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

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

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Funding Source
WUSD will maintain a curriculum that is aligned to the State Standards and supports the academic needs of all students.	Superintendent Categorical Director	As measured by:	Salary costs	Title I Title I ARRA

<p>The percentage of students in the LEA, school, and/or subgroup performing below the proficient level in either ELA or Math will decrease by at least 10% of that percentage from the preceding year and each year thereafter.</p> <p>The LEA, school, or subgroup will demonstrate at least a 95% participation rate.</p> <p>The LEA, school or subgroup will demonstrate at least a one-point growth in the API or will have a Growth API of 680 or more.</p> <p>The LEA or school will meet graduation rate criteria, as applicable.</p> <p>English Learners (EL) will make steady progress in developing academic English Language proficiency as measured by the CELDT and ELD Benchmark Assessments.</p> <ul style="list-style-type: none"> • Students will progress one level from their initial placement in one year and continue one level each year until reaching English Proficient level. • Students reaching the English Proficient level will maintain this level until reclassified fluent English Proficient. • Students not reaching Proficient level within 7 years will receive intensive intervention and will be examined for appropriate placement. 	<p>Principals Vice Principals Teachers Support Staff Leadership Teams</p> <p>EL Teachers Bilingual Aides Paraprofessionals School Site Councils ELAC DELAC Parents</p> <p>EPCs – 1, 5, 9</p>	<p>CST/CELDT/ CAHSEE</p> <p>API/AYP/Title III reports</p>	<p>Intervention salary costs</p> <p>Instructional materials and supplies</p>	<p>Title II Title III EIA General Fund</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

<p>Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.</p>	<p>Who will be involved? Related EPC</p>	<p>Evidence of Achievement</p>	<p>Related Expenditures</p> <p>Estimated Cost/Funding Source</p>
<p>WUSD is committed to the ongoing implementation of standards-based curricula and instruction to ensure student success.</p> <p>Develop a Districtwide Leadership Team to implement the</p>	<p>Superintendent Categorical Director Principals Vice Principals</p>	<p>As measured by: CST/CELDT/ CAHSEE</p>	<p>Salary Costs Student Information</p> <p>General Fund IMFRP</p>

<p>LEA Plan and Addendum.</p> <p>Continue to strengthen teacher collaboration districtwide.</p> <ul style="list-style-type: none"> • Provide time for collaboration between grade levels and receiving school • Provide time for districtwide collaboration • Develop and promote Professional Learning Communities (PLC) • Promote collaboration time for vertical teams of teachers of English and Math • Provide time for greater collaboration between general education teachers and EL Teachers • Continue working with the Region 2 RSDSS Director and Title III Regional Lead to assist in the implementation of the LEA Plan addendum • Work with county curriculum director to continue alignment of standards-based curricula. <p>WUSD proposes the following activities to accomplish the academic goals:</p> <ol style="list-style-type: none"> 1. Create common assessments for ELA and Math and implement immediately. 2. Develop common pacing guides and implement immediately. 3. Develop a system to gather and disseminate the data compiled from common assessments. 4. Continue to assess each English Learner with ELD benchmark and CELDT. 5. Schedule grade level and department meetings bi-monthly for the purpose of developing continuity for common pacing guides and common assessments. 6. Work with county curriculum director to develop a schedule to continue with alignment of state adopted materials as state funding allows. 	<p>Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>API/AYP/Title III Growth Common Assessments Grade-level Review Teams</p>	<p>Software – Eagle Software</p>	<p>Title I Title II Title III EIA</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>WUSD will identify at-risk students early in the school year and continue to implement more standards-based interventions to enhance their learning and increase their potential for successful performance in the core.</p> <p>Formalize the ELA, specifically reading and writing, intervention programs at each school site for students who are reading below proficient and/or one or more years below grade level. Identify specific reading and writing intervention curriculum materials.</p> <p>Review current programs and assess their use and effectiveness for specific student populations.</p> <p>Continue to provide ELA and Mathematics intervention programs at each school site using state adopted materials and/or certified supplemental materials for English Learners. Interventions to be provided during the school day as scheduled within the master schedule of each school, at lunch, and after school.</p> <p>Provide ELA and Mathematics teachers with collaboration time for vertical team meetings at least twice each school year. Teachers will collaborate on the effectiveness of the ELA and Mathematics intervention programs using student data from district and site assessments. Disaggregated data will be used to determine students identified for intervention.</p> <p>Continue daily monitoring of ELA, Mathematics, ELD and all instruction through Principal Walkthroughs.</p> <p>Maintain focus on monitoring Principal Walkthroughs in District Management Team Meetings.</p> <p>The PLC model will support development of a common instructional content – pacing guides for individual subjects,</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>CST/CELDT/ CAHSEE</p> <p>API/AYP/Title III Growth</p> <p>Student list from Grade Level Meetings</p> <p>Recommendations from Teachers on Reading and Mathematics Intervention Programs</p> <p>Collaboration meetings will be scheduled</p> <p>Results from Principal Walkthroughs</p> <p>Review of: -Common Assessment -Pacing Guides -Disaggregate Data</p> <p>Review of EL</p>	<p>Salary Cost</p>	<p>General Fund</p> <p>Title I</p> <p>Title IARRA</p> <p>Title II</p> <p>EIA</p>

<p>focused specific instruction, and monitoring of student learning on a timely basis, providing for interventions when students do not learn with additional time and support. At each site identified:</p> <ul style="list-style-type: none"> • Core subject learning targets • Common pacing guides by grade level or course • Common formative assessments to monitor student learning and data used to modify instruction based on results • Interventions identified and available to ensure student success. <p>Continue monitoring EL schedules to ensure that ELs have access to both the core curriculum in ELA and ELD.</p>		schedules	
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>Provide professional development and training opportunities for administrators and teachers for Professional Learning Communities.</p> <p>Provide additional professional development in direct instruction and specific strategies for providing ELD to all English Learners as appropriate.</p> <p>Continue providing ongoing professional development to administrators and teacher through the Tehama County Office of Education Leadership Series.</p> <p>Provide professional development opportunities for administrators and teachers to work with Glenn County Office of Education Curriculum Director to gain additional knowledge of state adopted curriculum.</p> <p>Continue to provide and encourage administrators to attend AB 430 Administrator Training Program.</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents EPCs – 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Feedback from staff attending trainings – evidence by sharing new strategies at management team and staff meetings Reaction from Parents at SSC, ELAC, DELAC, and Parent Clubs Notable increased</p>	<p>Training costs for presenters, materials, substitute teacher costs, and travel costs Technology support costs Expense for Parent Meetings and Trainings – material and childcare</p>	<p>Title I Title II Title III General Fund Title II - Tech</p>

<p>Continue to provide and encourage teachers to participate in AB 466 Training.</p> <p>Provide parents access to information on their students on the district website. The district will invest additional time and resources to make the ParentConnect program available to all parents districtwide and provide other resources to parents without internet access.</p> <p>Provide effective parent workshops and training in areas identified by parents and EL teachers through the ELAC, DELAC, and School Site Councils (SSC).</p> <p>Continue to focus on parent needs and ELAC, DELAC, SSC program requirements through meetings throughout the year. Continue to provide translation and childcare services for each meeting as needed.</p> <p>Encourage parent involvement in SSC, Parent Clubs, and after-school programs.</p>		<p>parent participation in district and site sponsored activities</p> <p>Reaction and transfer of learned strategies from Principal and Teacher training – AB 430 and AB 466</p>	
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6. English Learners

- a. Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

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

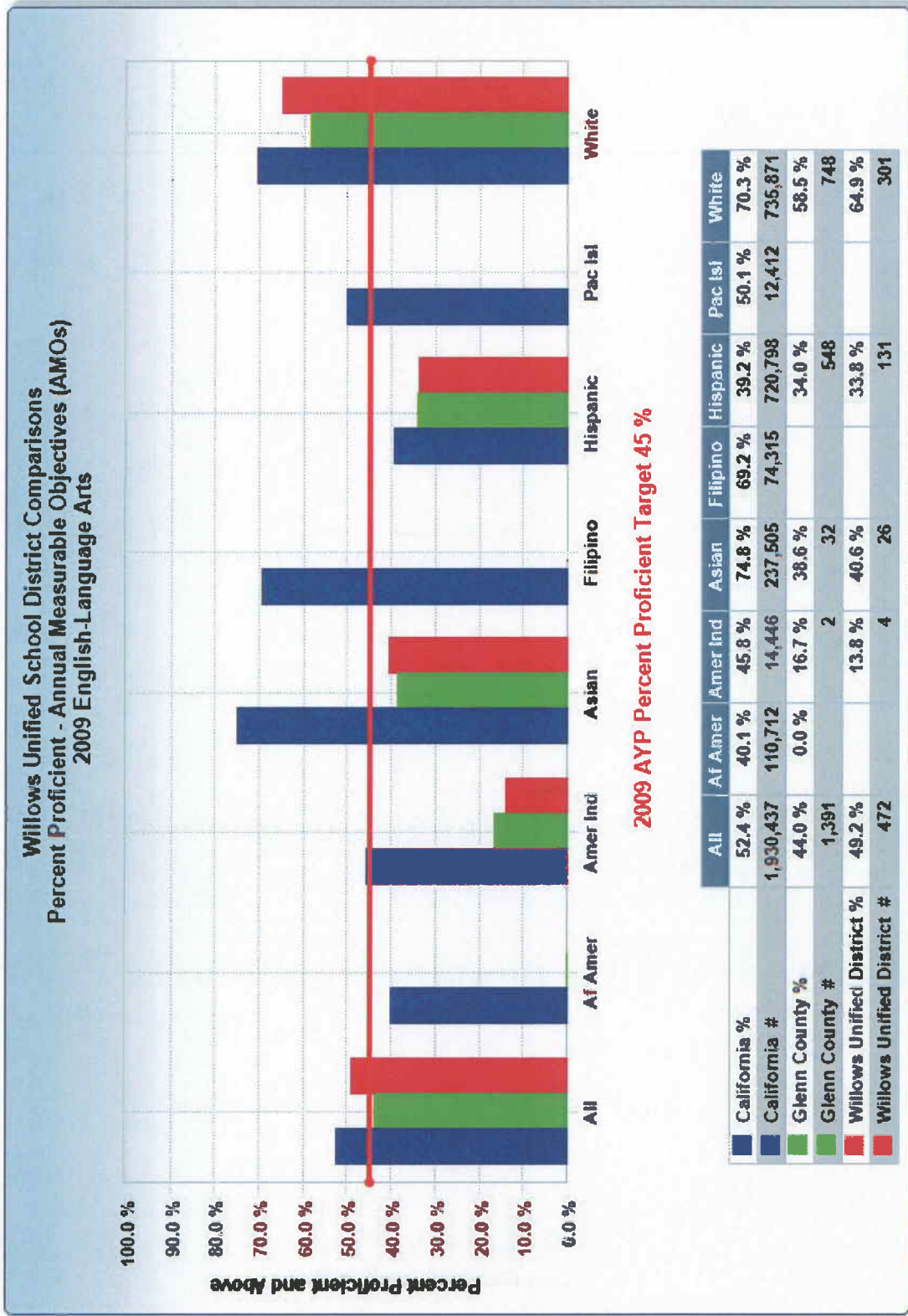
Ethnicity	Enrollment	Percent of Total Enrollment
American Indian	55	3.2
Asian	125	7.3
Pacific Islander	7	.4
Filipino	3	.2
Hispanic	656	38.4
African American	11	.6
White	848	49.6
Special Programs		
English Learners (EL)	309	18.1
Fluent-English-Proficient (FEP)	370	21.1
Free/Reduced Meals	1,010	59.1

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

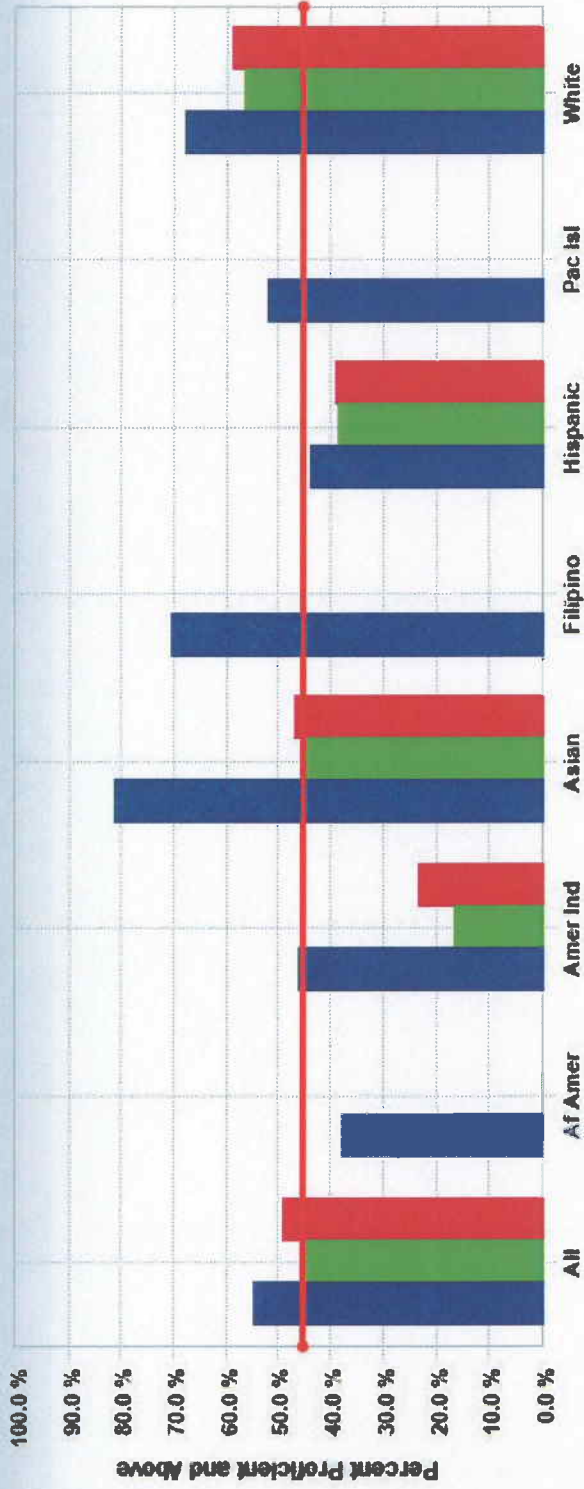
Under the leadership of the Superintendent, the district administration and school site leadership teams gathered data and information from the following self assessment tools and examined multiple data sources to determine the direction for coherent planning:

- Administering the District Assistance Survey (DAS) to develop programmatic clarity
- Administering the Academic Program Survey (APS) at all sites to determine improvement starting points

- English Learner Subgroup Self Assessment (ELSSA) to examine performance of English Learners on the CELDT, CST, and CAHSEE
- CST, CELDT, and CAHSEE results as follows:



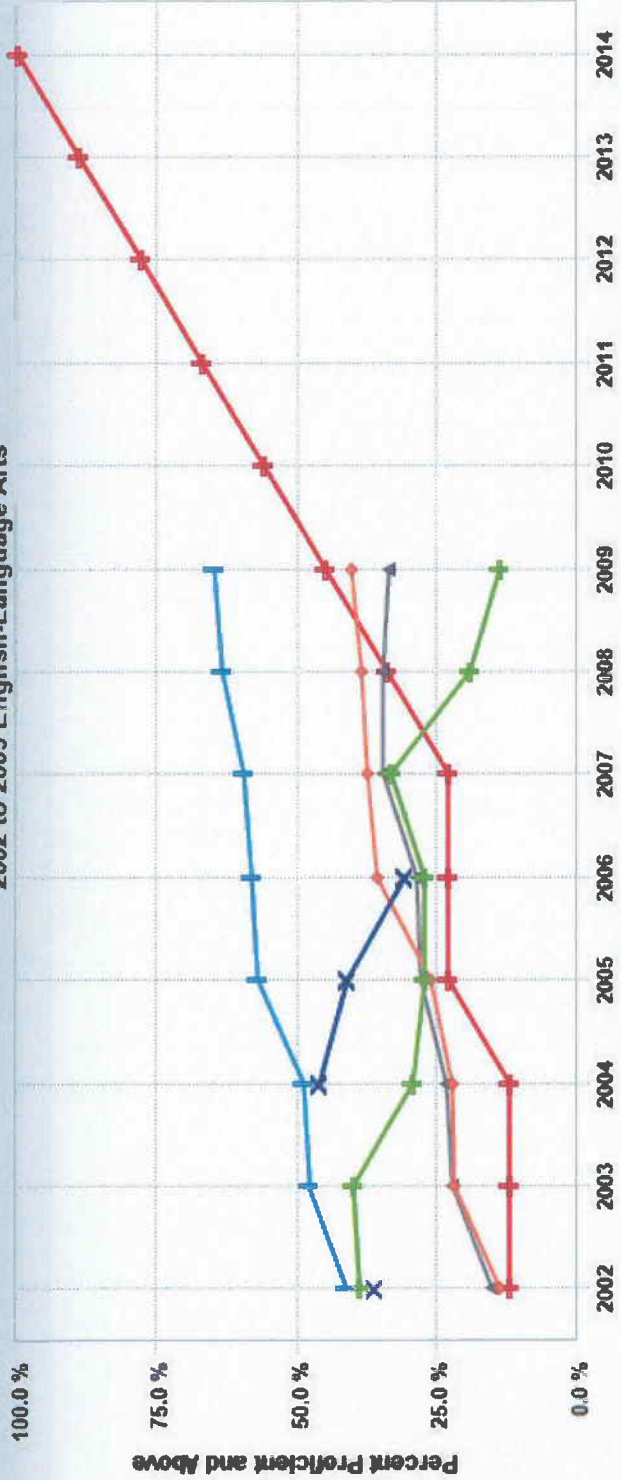
Willows Unified School District Comparisons
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2009 Mathematics



2009 AYP Percent Proficient Target 45.5 %

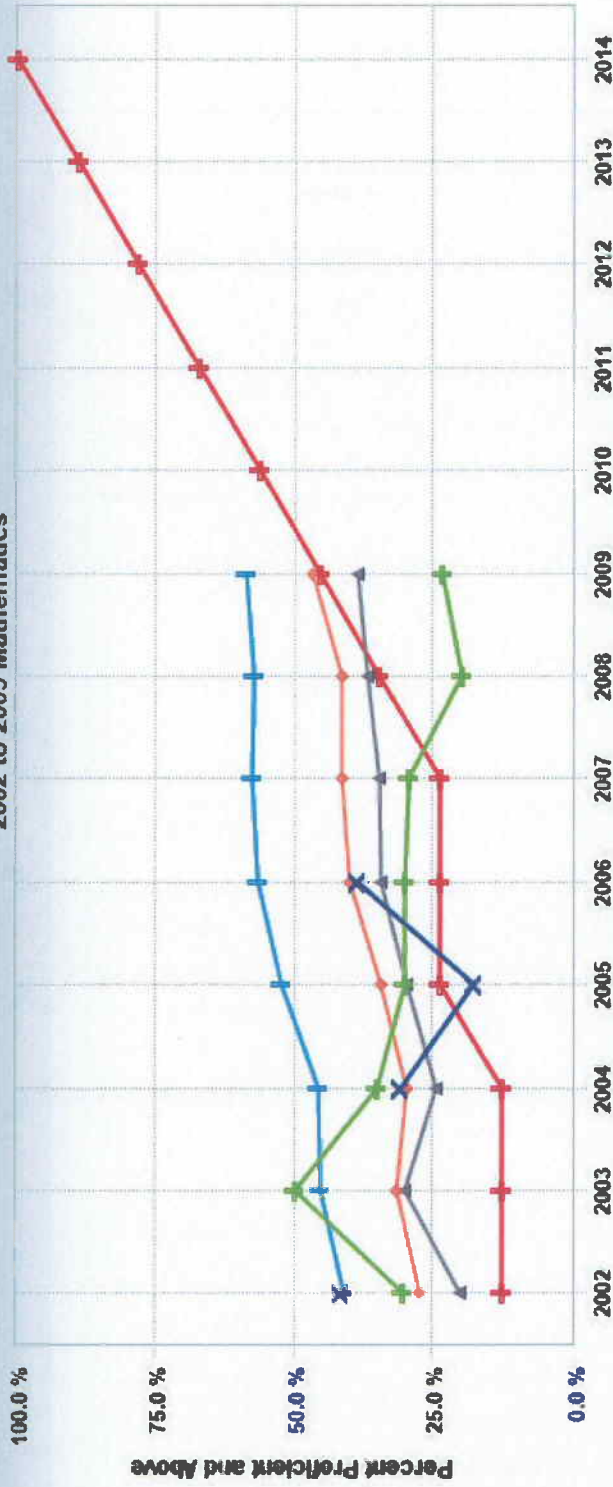
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	54.5 %	37.9 %	45.9 %	81.1 %	70.5 %	44.0 %	52.1 %	67.7 %
California #	2,014,732	105,230	14,568	257,756	75,762	814,232	12,938	710,318
Glenn County %	45.5 %	0.0 %	16.7 %	44.6 %	38.5 %	38.5 %	56.7 %	56.7 %
Glenn County #	1,447	0	2	37	624	624	728	728
Willows Unified District %	49.0 %	0.0 %	23.3 %	46.9 %	38.8 %	38.8 %	58.8 %	58.8 %
Willows Unified District #	474	0	7	30	152	152	275	275

Glenn County
Willows Unified School District
Percent Proficient - Annual Measurable Objectives (AMOs)
2002 to 2009 English-Language Arts



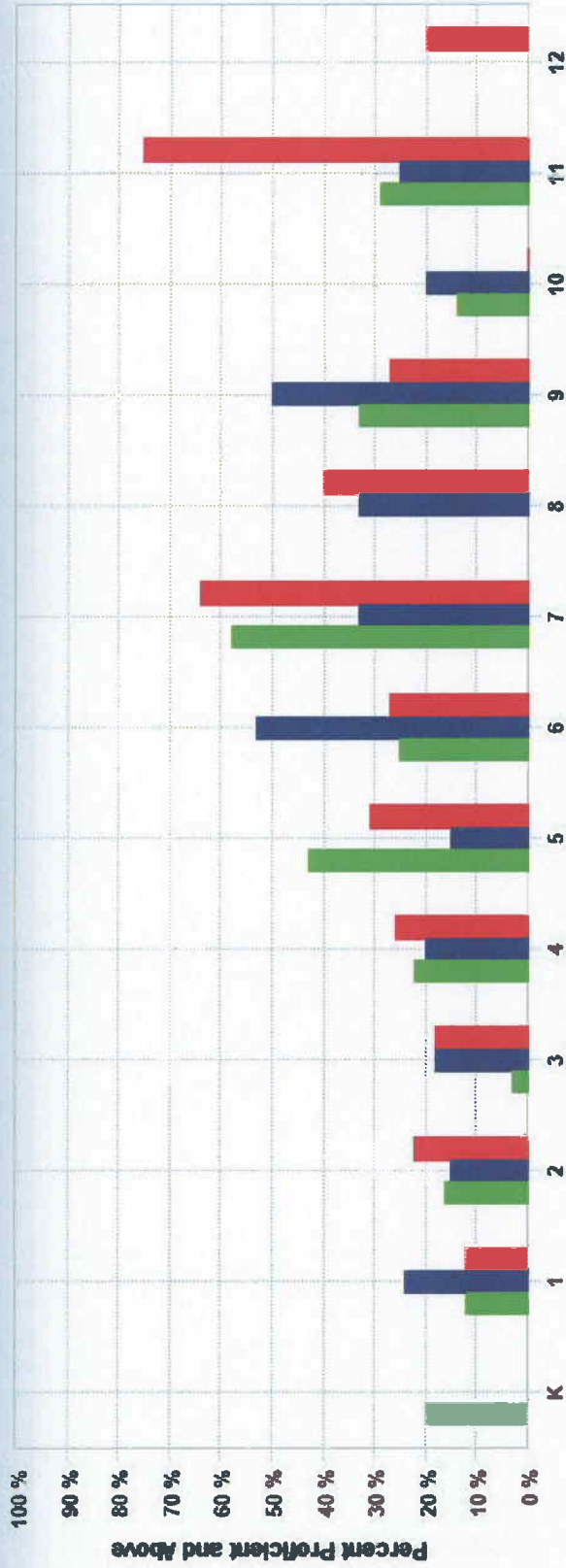
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American	36.3 %	40.0 %	46.1 %	41.2 %	30.8 %	33.3 %	33.3 %	33.3 %	45.0 %	67.0 %	78.0 %	89.0 %	100.0 %
American Indian	39.1 %	22.1 %	29.4 %	27.3 %	27.3 %	19.2 %	19.2 %	13.8 %	45.0 %	67.0 %	78.0 %	89.0 %	100.0 %
Asian	13.8 %	22.1 %	22.3 %	26.4 %	35.8 %	37.7 %	38.6 %	40.6 %	40.6 %	67.0 %	78.0 %	89.0 %	100.0 %
Filipino	15.1 %	22.4 %	23.4 %	27.9 %	28.8 %	34.8 %	34.8 %	33.8 %	45.0 %	67.0 %	78.0 %	89.0 %	100.0 %
Hispanic	41.3 %	47.8 %	49.1 %	57.0 %	58.2 %	59.6 %	63.5 %	64.9 %	67.0 %	78.0 %	89.0 %	100.0 %	100.0 %
Pacific Islander	12.0 %	12.0 %	12.0 %	23.0 %	23.0 %	23.0 %	34.0 %	34.0 %	56.0 %	67.0 %	78.0 %	89.0 %	100.0 %
White	12.0 %	22.4 %	23.4 %	27.9 %	28.8 %	34.8 %	34.9 %	33.8 %	45.0 %	67.0 %	78.0 %	89.0 %	100.0 %
Unified/High Dist, COE's	12.0 %	12.0 %	12.0 %	23.0 %	23.0 %	23.0 %	34.0 %	34.0 %	56.0 %	67.0 %	78.0 %	89.0 %	100.0 %

Glenn County
Willows Unified School District
Percent Proficient - Annual Measurable Objectives (AMOs)
2002 to 2009 Mathematics

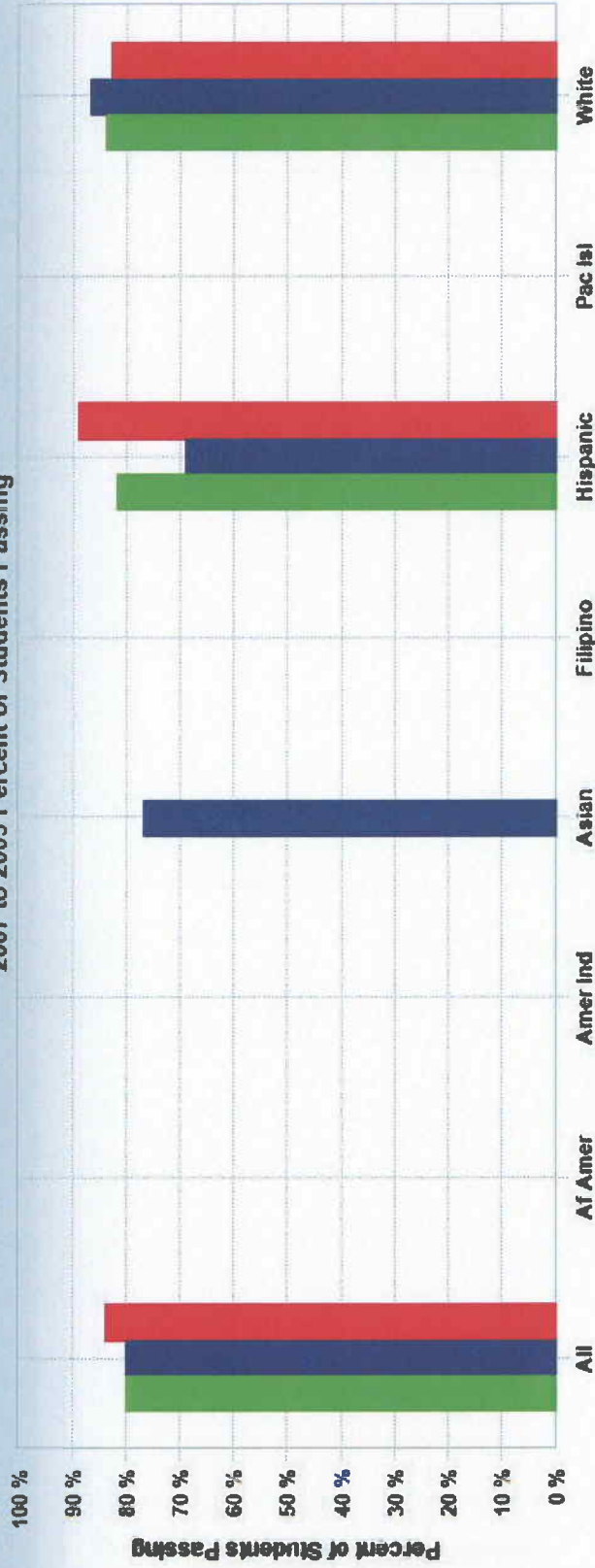


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American	30.4%	30.3%	30.7%	30.3%	30.3%	29.6%	23.3%	67.3%					
American Indian	27.2%	30.3%	35.2%	30.3%	30.3%	20.0%	46.9%	78.2%					
Asian	31.7%	29.7%	34.5%	40.2%	41.4%	38.8%	36.9%	89.1%					
Filipino	20.1%	30.3%	24.5%	29.9%	34.5%	34.6%	36.9%	100.0%					
Hispanic	41.0%	45.3%	45.9%	52.4%	56.7%	57.7%	58.8%	56.4%					
Pacific Islander	12.8%	12.8%	12.8%	23.7%	23.7%	23.7%	23.7%	34.6%					
White	12.8%	12.8%	12.8%	23.7%	23.7%	23.7%	23.7%	34.6%					
Unified/High Dists, COE's	12.8%	12.8%	12.8%	23.7%	23.7%	23.7%	23.7%	34.6%	45.5%	56.4%	67.3%	78.2%	89.1%

**Willows Unified School District
California English Language Development Test (CELDT)
2007 to 2009 Percent Proficient and Above**

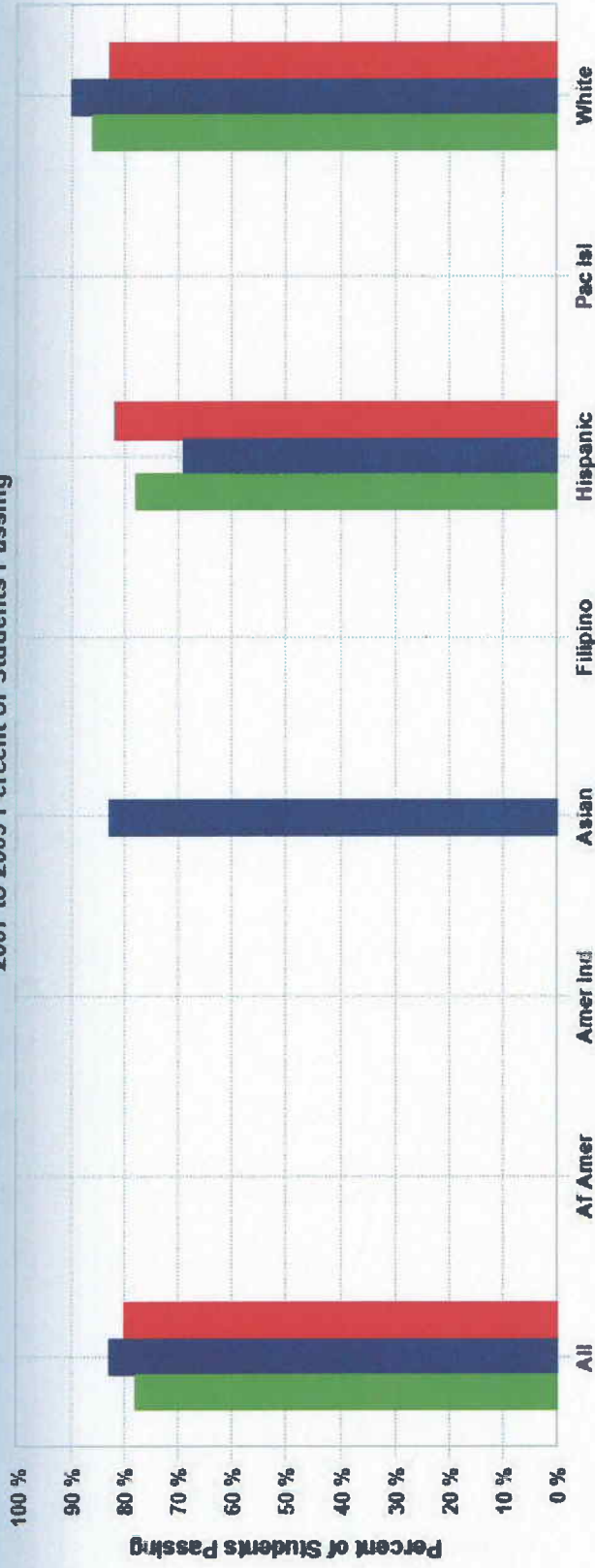


Willows Unified District
 CAHSEE English-Language Arts: Grade 10 Students
 2007 to 2009 Percent of Students Passing

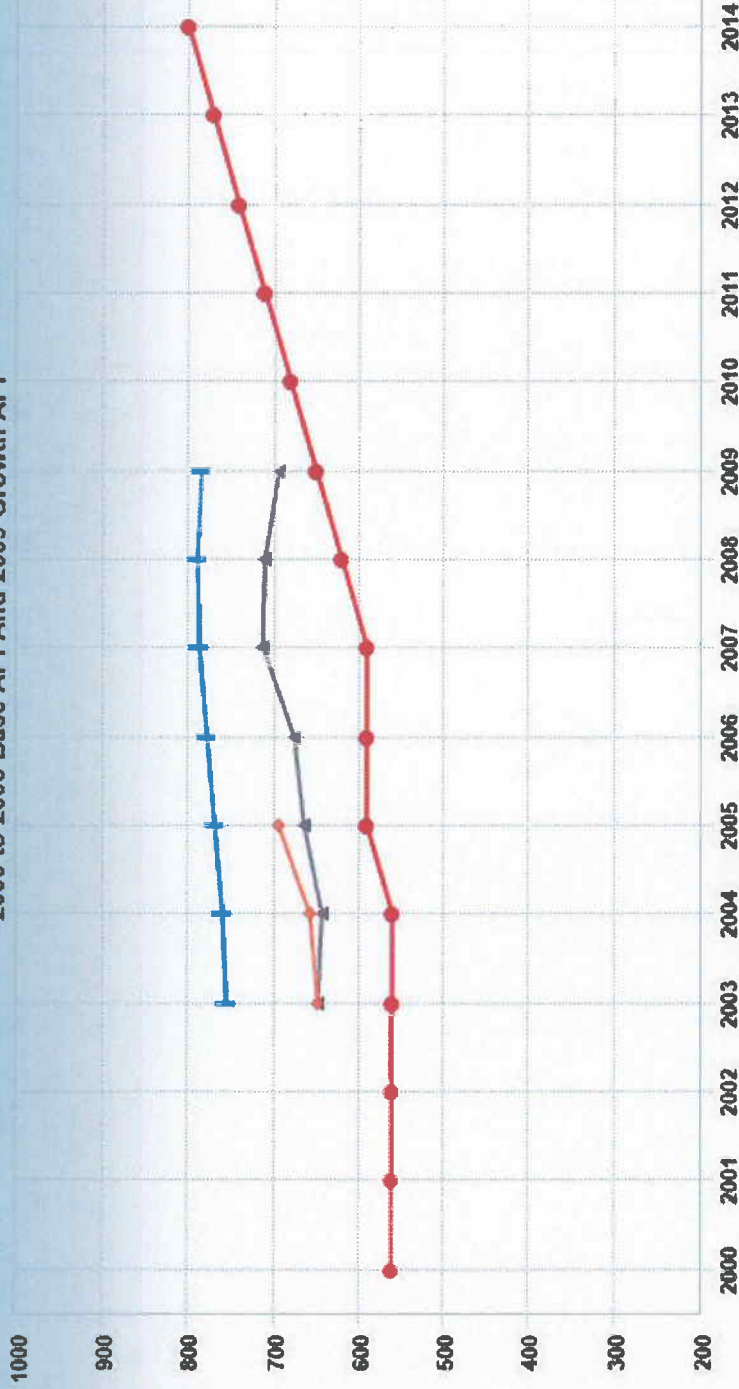


	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
2007 %	80 %					82 %		84 %
2007 #	105					36		59
2008 %	80 %			77 %		69 %		87 %
2008 #	103			10		22		67
2009 %	84 %					89 %		83 %
2009 #	98					24		60

Willows Unified District
 CAHSEE Mathematics: Grade 10 Students
 2007 to 2009 Percent of Students Passing



Willows Unified School District
2000 to 2008 Base API And 2009 Growth API



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
African American															
American Indian															
Asian				649	658	695									
Filipino															
Hispanic				649	645	664	677	713	712	695					
Pacific Islander															
White				756	759	769	778	787	789	786					
API Target of AYP	560	560	560	560	560	590	590	590	620	650	680	710	740	770	800

AMAO 1 - Percent of Students Making Annual Progress in Learning English

	2006-07	2007-08	2008-09	2007-08	2006-07
Number of Annual CELDT Takers	240	242	248	242	240
Number/Percent with Required Prior CELDT Scores	230/95.8%	226/93.4%	247 / 99.6%	226/93.4%	230/95.8%
Number in Cohort Meeting Annual Growth Target	116	124	127	124	116
Percent Meeting AMAO 1 in LEA	50.4%	54.9%	51.4%	54.9%	50.4%
Target	48.7%	50.1%	51.6%	50.1%	48.7%
Met Target for AMAO 1	Yes	Yes	No	Yes	Yes

AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

	2006-07	2007-08	2008-09	2007-08	2006-07
Number of 2008 Annual CELDT Takers in Cohort	133	130	141	130	133
Number in Cohort Attaining English Proficient Level	40	34	39	34	40
Percent Meeting AMAO 2 in LEA	30.1%	26.2%	27.7%	26.2%	30.1%
Target	27.2%	28.9%	30.6%	28.9%	27.2%
Met Target for AMAO 2	Yes	No	No	No	Yes

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

	2006-07	2007-08	2008-09	2007-08	2006-07
English-Language Arts					
Met Participation Rate for English Learner Subgroup	Yes	Yes	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes	No	No	No	Yes
Mathematics					
Met Participation Rate for English Learner Subgroup	Yes	Yes	Yes	Yes	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes	No	No	No	Yes
Met Target for AMAO 3	Yes	No	No	No	Yes
Met all AMAOs	Yes	No	No	No	Yes

Willows High School

English Language Arts

% of Students	2003		2004		2005		2006		2007		2008		2009	
	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10	grade 9	grade 10
Advanced	11	11	16	19	23	26	17	7	10	12	23	10	20	10
Proficient	35	36	32	26	30	29	23	31	31	28	21	27	20	20
Basic	37	31	32	32	30	30	37	45	38	33	25	41	39	40
Below Basic	14	16	18	16	13	9	16	14	19	19	21	15	11	10
Far Below Basic	3	6	1	7	4	6	8	3	3	8	10	7	10	10
Algebra I														
% of Students														
2003	grade 9	0	grade 10	0	grade 9	1	grade 9	0	grade 9	0	grade 10	0	grade 10	0
2004	grade 9	0	grade 10	0	grade 9	3	grade 9	0	grade 9	0	grade 10	0	grade 10	0
2005	grade 9	11	grade 10	13	grade 9	31	grade 9	23	grade 9	17	grade 10	6	grade 10	17
2006	grade 9	0	grade 10	0	grade 9	0	grade 9	0	grade 9	0	grade 10	0	grade 10	0
2007	grade 9	0	grade 10	0	grade 9	6	grade 9	14	grade 9	14	grade 10	6	grade 10	14
2008	grade 9	0	grade 10	0	grade 9	6	grade 9	6	grade 9	6	grade 10	6	grade 10	6
2009	grade 9	0	grade 10	0	grade 9	1	grade 9	1	grade 9	1	grade 10	1	grade 10	1

Basic	39	66	46	44	33	27	48	39	41	33	24	15
Below Basic	18	20	11	29	55	43	38	56	34	44	37	59
Far Below Basic	9	3	9	3	6	14	15	6	7	17	30	26

Geometry

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10
Advanced	3	0	0	11	4	11	11	0	0	0	0	0	2	1
Proficient	23	41	43	50	43	30	30	3	15	7	23	17	2	4
Basic	43	41	48	39	36	30	30	61	45	50	46	48	39	31
Below Basic	30	14	10	3	0	14	30	36	38	36	28	31	49	51
Far Below Basic	0	5	0	0	4	0	0	0	3	7	3	3	8	1

Algebra II

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	4	0	0	0	0	0	4
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	13	20	27	42	20	32	31
Basic	n/a	n/a	n/a	n/a	100	0	0	46	56	36	47	44	47	31
Below Basic	n/a	n/a	n/a	n/a	(1)	0	0	29	16	32	5	36	21	24
Far Below Basic	n/a	n/a	n/a	n/a	0	0	0	8	8	5	5	0	0	4

History

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	1	8	5	5	2	7	11
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	15	10	28	15	10	26	11
Basic	n/a	n/a	n/a	n/a	n/a	50 (1)	0	33	25	32	36	30	28	31
Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	24	25	16	20	31	19	11
Far Below Basic	n/a	n/a	n/a	n/a	n/a	100 (1)	0	27	31	19	23	27	19	21

Science (Earth Science/Integrated)

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10
Advanced	1	0	1	7	10	19	10	2	6	4	7	12	17	11
Proficient	11	3	16	30	32	24	25	25	24	29	39	34	38	21
Basic	50	33	53	37	30	42	46	51	47	55	38	33	31	31
Below Basic	20	40	18	19	14	12	13	19	19	8	12	12	5	11
Far Below Basic	18	23	13	7	13	4	6	3	3	4	4	10	9	1

(Biology)

% of Students	2003	2004	2005	2006	2007	2008	2009
	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10
Advanced	1	0	1	7	10	19	10
Proficient	11	3	16	30	32	24	25
Basic	50	33	53	37	30	42	46
Below Basic	20	40	18	19	14	12	13
Far Below Basic	18	23	13	7	13	4	6

(Life Science) 2007	(Life Science) 2008	(Life Science) 2009
grade 10	grade 10	grade 10
23	26	21
35	31	31
27	19	21
8	14	11
7	10	11

Murdock Elementary

English Language Arts

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3
Advanced	8	7	12	13	16	9	7	10	6	12	6	8	9	11
Proficient	21	28	21	21	31	33	30	23	18	27	23	26	31	21
Basic	37	37	39	41	39	32	38	38	37	39	40	42	36	21
Below Basic	21	17	19	17	10	22	16	18	28	14	18	19	19	21
Far Below Basic	12	11	10	8	4	5	10	12	12	8	13	5	6	11

Math

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 2	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3	grade 3
Advanced	18	15	20	18	17	16	12	18	18	31	28	25	30	31
Proficient	25	30	25	31	34	31	33	33	26	29	30	36	36	21
Basic	37	30	31	30	27	26	33	22	30	25	22	23	21	21
Below Basic	17	21	22	17	19	25	18	23	24	11	18	14	10	11
Far Below Basic	3	5	2	5	2	2	4	4	2	4	3	1	3	1

Willows Intermediate

English Language Arts

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6
Advanced	7	16	14	12	18	16	12	10	14	14	15	13	19	11
Proficient	25	22	26	20	41	28	35	29	29	31	20	26	37	31
Basic	37	42	4	42	33	37	36	37	34	38	38	38	30	31
Below Basic	20	8	16	15	6	17	9	15	17	9	19	17	10	21
Far Below Basic	12	13	10	10	2	2	8	10	6	7	8	6	4	11

Math

% of Students	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008
	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 5	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6
Advanced	3	2	5	11	13	16	11	5	9	9	8	5	12
Proficient	22	26	25	27	33	24	28	32	25	25	26	28	28
Basic	28	35	34	33	34	39	39	39	41	39	29	38	36
Below Basic	37	29	23	22	18	16	20	20	23	23	30	24	20
Far Below Basic	11	8	13	8	2	4	2	5	2	4	8	5	5

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

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

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

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

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Funding Source
WUSD will maintain a curriculum that is aligned to the State Standards and supports the academic needs of all students.	Superintendent Categorical Director	As measured by:	Salary costs	Title I Title I ARRA

<p>The percentage of students in the LEA, school, and/or subgroup performing below the proficient level in either ELA or Math will decrease by at least 10% of that percentage from the preceding year and each year thereafter.</p> <p>The LEA, school, or subgroup will demonstrate at least a 95% participation rate.</p> <p>The LEA, school or subgroup will demonstrate at least a one-point growth in the API or will have a Growth API of 680 or more.</p> <p>The LEA or school will meet graduation rate criteria, as applicable.</p> <p>English Learners (EL) will make steady progress in developing academic English Language proficiency as measured by the CELDT and ELD Benchmark Assessments.</p> <ul style="list-style-type: none"> • Students will progress one level from their initial placement in one year and continue one level each year until reaching English Proficient level. • Students reaching the English Proficient level will maintain this level until reclassified fluent English Proficient. • Students not reaching Proficient level within 7 years will receive intensive intervention and will be examined for appropriate placement. 	<p>Principals Vice Principals Teachers Support Staff Leadership Teams</p> <p>EL Teachers Bilingual Aides Paraprofessionals School Site Councils ELAC DELAC Parents</p> <p>EPCs – 1, 5, 9</p>	<p>CST/CELDT/ CAHSEE</p> <p>API/YYP/Title III reports</p>	<p>Intervention salary costs</p> <p>Instructional materials and supplies</p>	<p>Title II Title III EIA General Fund</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

<p>Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.</p> <p>WUSD is committed to the ongoing implementation of standards-based curricula and instruction to ensure student success.</p> <p>Develop a Districtwide Leadership Team to implement the</p>	<p>Who will be involved? Related EPC</p> <p>Superintendent Categorical Director Principals Vice Principals</p>	<p>Evidence of Achievement</p> <p>As measured by: CST/CELDT/ CAHSEE</p>	<p>Related Expenditures</p> <p>Salary Costs Student Information</p>	<p>Estimated Cost/Funding Source</p> <p>General Fund IMFRP</p>
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<p>LEA Plan and Addendum.</p> <p>Continue to strengthen teacher collaboration districtwide.</p> <ul style="list-style-type: none"> • Provide time for collaboration between grade levels and receiving school • Provide time for districtwide collaboration • Develop and promote Professional Learning Communities (PLC) • Promote collaboration time for vertical teams of teachers of English and Math • Provide time for greater collaboration between general education teachers and EL Teachers • Provide • Continue working with the Region 2 RSDSS Director and Title III Regional Lead to assist in the implementation of the LEA Plan addendum • Work with county curriculum director to continue alignment of standards-based curricula. <p>WUSD proposes the following activities to accomplish the academic goals:</p> <ol style="list-style-type: none"> 7. Create common assessments for ELA and Math and implement immediately. 8. Develop common pacing guides and implement immediately. 9. Develop a system to gather and disseminate the data compiled from common assessments. 10. Continue to assess each English Learner with ELD benchmark and CELDT. 11. Schedule grade level and department meetings bi-monthly for the purpose of developing continuity for common pacing guides and common assessments. 12. Work with county curriculum director to develop a schedule to continue with alignment of state adopted materials as state funding allows. 	<p>Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>API/AYP/Title III Growth Common Assessments Grade-level Review Teams</p>	<p>Software – Eagle Software</p>	<p>Title I Title II Title III EIA</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>WUSD will identify at-risk students early in the school year and continue to implement more standards-based interventions to enhance their learning and increase their potential for successful performance in the core.</p> <p>Formalize the ELA, specifically reading and writing, intervention programs at each school site for students who are reading below proficient and/or one or more years below grade level. Identify specific reading and writing intervention curriculum materials.</p> <p>Review current programs and assess their use and effectiveness for specific student populations.</p> <p>Continue to provide ELA and Mathematics intervention programs at each school site using state adopted materials and/or certified supplemental materials for English Learners. Interventions to be provided during the school day as scheduled within the master schedule of each school, at lunch, and after school.</p> <p>Provide ELA and Mathematics teachers with collaboration time for vertical team meetings at least twice each school year. Teachers will collaborate on the effectiveness of the ELA and Mathematics intervention programs using student data from district and site assessments. Disaggregated data will be used to determine students identified for intervention.</p> <p>Continue daily monitoring of ELA, Mathematics, ELD and all instruction through Principal Walkthroughs.</p> <p>Maintain focus on monitoring Principal Walkthroughs in District Management Team Meetings.</p> <p>The PLC model will support development of a common instructional content – pacing guides for individual subjects,</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 5, 6, 7, 8, 9</p>	<p>CST/CELDT/CAHSEE</p> <p>API/AYP/Title III Growth</p> <p>Student list from Grade Level Meetings</p> <p>Recommendations from Teachers on Reading and Mathematics Intervention Programs</p> <p>Collaboration meetings will be scheduled</p> <p>Results from Principal Walkthroughs</p> <p>Review of: -Common Assessment -Pacing Guides -Disaggregate Data</p> <p>Review of EL</p>	<p>Salary Cost</p>	<p>General Fund</p> <p>Title I</p> <p>Title IARRA</p> <p>Title II</p> <p>EIA</p>

<p>focused specific instruction, and monitoring of student learning on a timely basis, providing for interventions when students do not learn with additional time and support. At each site identified:</p> <ul style="list-style-type: none"> • Core subject learning targets • Common pacing guides by grade level or course • Common formative e assessments to monitor student learning and data used to modify instruction based on results • Interventions identified and available to ensure student success. <p>Continue monitoring EL schedules to ensure that ELs have access to both the core curriculum in ELA and ELD.</p>		schedules	
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>Provide professional development and training opportunities for administrators and teachers for Professional Learning Communities.</p> <p>Provide additional professional development in direct instruction and specific strategies for providing ELD to all English Learners as appropriate.</p> <p>Continue providing ongoing professional development to administrators and teacher through the Tehama County Office of Education Leadership Series.</p> <p>Provide professional development opportunities for administrators and teachers to work with Glenn County Office of Education Curriculum Director to gain additional knowledge of state adopted curriculum.</p> <p>Continue to provide and encourage administrators to attend AB 430 Administrator Training Program.</p>	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents EPCs – 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Feedback from staff attending trainings – evidence by sharing new strategies at management team and staff meetings Reaction from Parents at SSC, ELAC, DELAC, and Parent Clubs Notable increased</p>	<p>Training costs for presenters, materials, substitute teacher costs, and travel costs Technology support costs Expense for Parent Meetings and Trainings – material and childcare</p>	<p>Title I Title II Title III General Fund Title II - Tech</p>

<p>Continue to provide and encourage teachers to participate in AB 466 Training.</p> <p>Provide parents access to information on their students on the district website. The district will invest additional time and resources to make the ParentConnect program available to all parents districtwide and provide other resources to parents without internet access.</p> <p>Provide effective parent workshops and training in areas identified by parents and EL teachers through the ELAC, DELAC, and School Site Councils (SSC).</p> <p>Continue to focus on parent needs and ELAC, DELAC, SSC program requirements through meetings throughout the year. Continue to provide translation and childcare services for each meeting as needed.</p> <p>Encourage parent involvement in SSC, Parent Clubs, and after-school programs.</p>		<p>parent participation in district and site sponsored activities</p> <p>Reaction and transfer of learned strategies from Principal and Teacher training – AB 430 and AB 466</p>		
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b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.

Please describe those goals and targets.	Who will be involved? Related EPC	Evidence of Achievement	Related Expenditures	Estimated Cost/Funding Source
<p>Goals:</p> <ul style="list-style-type: none"> • Meet all Annual Measurable Achievement Objective (AMAO) • Students will progress one level from their initial placement in one year and continue one level each year until reaching English Proficient level. • Students reaching the English Proficient level will maintain this level until reclassified fluent English Proficient. <p>Strategy:</p> <ul style="list-style-type: none"> • Implement and administer ELD at all grade levels curriculum to determine student progress in English 	<p>Superintendent Categorical Director Principals Vice Principals Teachers EL Teachers Support Staff Paraprofessionals Counselors Parents</p> <p>EPCs – 1, 2, 3, 4, 5,</p>	<p>Increased scores on CELDT and met all AMAOs on Title III report</p> <p>Reaction from Parents at SSC, ELAC, DELAC, and Parent Clubs</p>	<p>Teacher trainings</p> <p>Parent trainings</p>	<p>Title I Title II Title III</p>

<p>proficiency.</p> <ul style="list-style-type: none"> • Implement common assessments at grade levels and subjects as appropriate. • Implement pacing guides. • Allow additional time for ELD instruction in the core. • Provide appropriate placement and instruction for EL students. • Provide effective parent meetings and trainings to ensure understanding of standards, curriculum, and state and federal accountability. • Ensure all teachers are CLAD certified. 	6, 7, 8, 9	<p>Notable increased parent participation in district and site sponsored activities</p>	
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

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

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

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