

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Williams Unified School District

County District Code: 0661-662

Date of Local Governing Board Approval: December 8, 2011

District Superintendent: Dr. Judith A. Rossi

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City: Williams

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Signatures:

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

	Dr. Judith A. Rossi	December 8, 2011
Signature of Superintendent	Printed Name of Superintendent	Date

	Wendy MacKaben	December 8, 2011
Signature of Board President	Printed Name of Board President	Date

	Dr. Judith A. Rossi	December 8, 2011
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

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

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

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

District Name: Williams Unified School District

CD Code: 0661-662

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

- 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.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
The LEA plan is a work in progress and is being implemented with rigor. The governing board has adopted the plan, aligned goals and the budget to the activities in the plan. The WUSD mission and priorities are focused on the academic achievement of all students, especially English learners, students with disabilities, with equity for all students. Prior to adopting the LEA Plan the governing board reviewed the plans of each school to ensure support	Governing Board Superintendent and Administrative Team Business Manager	2011-2012 ongoing		

<p>for closing the achievement gap for all students. The Board has adopted a budget aligned with the plans, annual goals, annual Professional Development Plan, and academic growth goals.</p>				
<p>The development of a Professional Learning Community is successful in K- 6 schools. The work in this effort is evolving in the secondary schools.</p>	<p>Site Principals</p>	<p>2011-ongoing</p>	<p>\$7,000.00</p>	<p>Title I Part A Title II</p>
<p>Collaborative team work among site and LEA leaders is organized and anchored in regular Cabinet meetings. The Administrative Team has adopted SMART Goals with a focus on instructional leadership evidenced by walking through classrooms for each teacher each week. Administrative team members provide feedback to teachers using new technology, an I PAD. Administrators provide immediate feedback about an instructional strategy and send it to the teacher and the superintendent.</p>	<p>Administrative Team</p>	<p>2011-ongoing</p>		<p>District Technology Budget</p>
<p>Allocation of appropriate time to support and sustain reform initiatives is scheduled once each month in a minimum day schedule. The District is in the process to establish a weekly early release day schedule which will allow for more collaboration time for the next school year.</p>	<p>All staff</p>	<p>2011-12 one monthly minimum day</p>	<p>\$75,752.00</p>	<p>General Fund, Categorical Funds</p>
<p>The focus of professional development is on "Explicit Direct Instruction" techniques as described the book written by Sylvia Yberra and John Holliingsworth. All teachers have received the book and are involved in a book study throughout this year.</p>	<p>All certificated staff and administrative team</p>	<p>monthly discussions, regular re- enforcement</p>	<p>\$2,475.00</p>	<p>General Fund</p>
<p>In addition to this work, all teachers are trained in the use of SDAIE strategies. They are receiving coaching and updated training in this program.</p>	<p>All certificated staff and administrators</p>	<ul style="list-style-type: none"> • 2011-2012 • March 2012: 20 days for grades 7-12 staff 	<p>Two days @ \$1,500.00/day \$650.00/day \$110.00/day Release time for 11 teachers</p>	<p>Title I, Part A Title II Title III LEP</p>

<p>SBE adopted standards aligned instructional materials have been adopted for K- 12 core content areas. Standards aligned instructional materials for ELA and ELD in grades 7-12 have been adopted. Implementation of these materials is in year 1.</p> <p>Secondary teachers need AB472 training in use of adopted textbooks including EDGE and McDougal Littell ELA. They need training in use of SDAIE strategies.</p> <p>Textbooks in grades 7-12 that are the articulated versions for SBE adopted middle school core and intensive interventions programs in mathematics and English must be adopted. EDGE has been purchased.</p> <p>Pacing guides to ensure that all students received sufficient time to learn grade level standards are implemented in K-6. The guides are being developed in secondary schools.</p> <p>Regular and uniform administration and analysis of district benchmark assessments is implemented in K- 6. Assessments are in use for Pre-Algebra and Algebra. Secondary teachers are designing benchmark assessments for additional core content areas.</p>	<p>Site Administrators</p> <p>Certificated staff, site administrators</p> <p>Certificated staff, site administrators</p>	<ul style="list-style-type: none"> • 1 or more days for grades 4-6 staff, • Administrative support • ELA: 1 day • Edge: 1 day <p>2011-2012</p> <p>2011-2012</p> <p>2011-2012</p>	<p>\$1,500.00/day \$110.00/day release time for 7 teachers</p> <p>\$1,500.00/day \$110.00/day release time for 4 teachers</p> <p>\$10,950.00</p> <p>\$110.00/day release time</p> <p>\$110.00/day release time</p>	<p>Title I, Part A Title II Title III LEP</p> <p>Title I, Part A Title III LEP</p> <p>Title I, Part A Title III General Fund</p> <p>IMF</p> <p>Title I Title II</p> <p>Title I Title II</p>
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<p>Formative curriculum embedded assessments are used and include the following: Textbook aligned assessments in K -6, Accelerated Reader, Accelerated Math (2-12), Write Tools, and CELD for 7-12 EL students.</p>	<p>Certificated staff, site administrators</p>	<p>2011-2012</p>	<p>\$110.00/day release time</p>	<p>Title I Title II</p>
<p>For primary schools as additional professional development program is focused in improving writing skills.</p>	<p>Write Tools consultant, administrators, certificated staff</p>		<p>\$5,200.00</p>	<p>Title I EIA</p>
<p>The District staff has identified the NCLB percent proficient levels as targets for scoring benchmarks and assessments. (This year our goal is for 78% of students to score proficient in assessments and benchmark exams.)</p>	<p>Administrators, certificated employees</p>			
<p>The District Administrators present assessment reports to the Board of Trustees on a three to four month cycle. This calendar is evolving and is based on the design of new benchmarks in 7-12 grades.</p>	<p>Site administrators, WUES, WJHS</p>	<p>2011-2012</p>	<p>\$990.00/student (45 students)</p>	<p>Title I SES</p>
<p>Supplemental Educational Services are offered to low performing students in 4-8. Assessment data will be collected from this support/intervention program.</p>				
<p>The District professional development plan is aligned with the school plans. SBD adopted materials-based professional development for teachers in grades 7-12 is needed in ELA.</p>				
<p>Content experts in grades 6-12 are being trained in Mathematics through a special grant, Colusa County Mathematics Achievement Project (CMAP). This is a partnership with UC Davis.</p>	<p>Superintendent, certificated staff</p>	<p>2011-2013</p>	<p>\$53,784.00</p>	<p>CMAP Grant</p>

<p>Instructional coaching for 7-12 teachers is needed to support effective teaching that produces student proficiency in core subjects. Coaching is planned to support two strategies: "Check For Understanding" and SDAIE strategies.</p>	<p>7-12 Administration, certificated staff, SCOE, SJCOE coaches</p>	<p>2011-2012</p>	<p>\$650.00/day</p>	<p>Title I Title II Title III EIA-LEP</p>
<p>The instructional calendar provides for monthly teacher collaboration meetings during a minimum day each month. We have identified a need to increase this time to one early release day per week and will negotiate the calendar with these provisions.</p>	<p>Negotiation teams</p>	<p>2011-2012 On-going</p>	<p>\$9,470.00 / day</p>	<p>General Fund</p>
<p>Fiscal resources are aligned to the Essential Program Components (EPCs). Human resources are aligned to these 9 EPCs as well. However, budget constraints have required elimination of district employed instructional coaches. K-3 has funded ten days per year for coaching.</p>	<p>Certificated staff</p>	<p>2011-2012</p>	<p>\$3,840.00</p>	<p>Title I</p>
<p>4-6 grades have employed a writing consultant and adopted a training program. 7-12 is considering a variety of resources for coaching.</p>	<p>Write Tools</p>		<p>\$5,200.00</p>	<p>Title I Lottery</p>
<p>The LEA Plan is fully aligned with accountability requirements including federal Title I, Title II, and Title III requirements. The CPM on site review during spring 2011 provided validation of this. All findings have been accepted and there are no outstanding compliance items.</p>	<p>Superintendent, administration</p>	<p>On-going</p>		
<p>The development process for the LEA Plan includes representation of district and site stakeholders. The School Site Councils, English Language Advisory Committees, District Advisory Committee and District English Language Advisory Committee all review a comprehensive set of achievement data and the analysis of that data.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		<p>Con. App. Funds</p>

<p>The SPSA for each school is aligned to the identified achievement gaps, instructional needs and the LEA plan. A coherent implementation of the LEA plan is designed and implemented. This effort needs improvement in grades 7-12.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		<p>Categorical Program Funds</p>
<p>District and site student achievement data from standardized tests is compiled, reviewed and analyzed at the beginning of each school year. Interim assessments are administered and data is collected. The data is used to guide instruction. Improvement is needed in developing and implementing Benchmark assessments in grades 7 - 12.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		
<p>All district schools are organized according to the Title 1 school wide system model. The SPSA for each school and LEA plan have budgets aligned to efforts designed to meet the instructional needs of high priority students. The District budget reflects a reduced number of administrators and instructional coaches due to reduction in funds.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>	<p>19% deficit</p>	<p>District Budget</p>
<p>Communication channels are established and used with success especially in grades K- 6. The secondary schools need greater representation in the SSC and ELAC groups. Stakeholders are able to easily communicate with teachers through the use of "Parent ABI" where student achievement is recorded along with assignments and progress. These stakeholders are regular visitors on our small rural campuses. We have an open door policy and welcome parent participation.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		
<p>Student achievement goals are adopted annually by the district and each site. The goals and expectations are provided to each staff member, all parents and posted on our district website. The goals are measurable, achievable, and evaluated annually.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		

<p>The LEA has clearly communicated the actions required by teachers and site administrators in order to support implementation of the LEA Plan. The Administrative Team has adopted SMART Goals that are aligned to the LEA Plan and to each site plan.</p>	<p>Administrative team, SSC, ELAC, DELAC, DAC</p>	<p>2011-2012</p>		
<p>The SMART goals are monitored monthly and through the administrative evaluation process. iPads and "Look For" software are provided to each administrator.</p>	<p>Administrative team</p>	<p>2011-2012</p>	<p>\$7,000.00</p>	<p>Lottery Technology Budget</p>
<p>The site goals are monitored quarterly and evaluated each year. Follow up actions are taken to annually revise the plans based on successes and ongoing needs.</p>				
<p>All site personnel are knowledgeable of and accountable for implementing the accountability requirements for Program Improvement.</p>	<p>All staff</p>	<p>2011-2012</p>		
<p>The District has purchased the Aeries and Edusoft data systems to track student achievement data. The Aeries system is used successfully throughout the K-12 schools.</p>	<p>Administration, clerical staff, technology coordinator, classified staff</p>	<p>2011-2012</p>	<p>\$10,784.00 \$6,500.00</p>	<p>General Fund, Lottery</p>
<p>Training has been provided annually for all stakeholders. The Edusoft system is used successfully in grades K-6.</p>	<p>Technology coordinator, certificated staff,</p>		<p>\$2,650.00</p>	<p>General Fund,</p>
<p>Training has been provided for staff in grades 7-12.</p>	<p>administration</p>		<p>\$2,240.00</p>	<p>Lottery General Fund</p>
<p>Additional training is needed. Implementation needs to be a priority. These two systems provide updated student achievement data and demographic data for analysis and decision making by teachers and administration. Students in ELD classes are exited when re-designation occurs.</p>				

<p>The District has been forced to reduce expenditures due to state budget cuts. The District Budget has adequate reserves and ending balances. Most extra support personnel have been laid off. This fiscal status is preventing complete implementation of our vision for all students to achieve proficiency.</p> <p>The LEA Plan and site SPSA budgets are aligned with one another and have common priorities. These priorities are determined by student achievement data on CSTs, CAHSEE, CAPA, CMA, and CELDT assessments. The District and DAC monitor the use of resources to follow the plans. All schools in the District operate Title 1 School wide programs.</p>				
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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. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The WUSD is in PI Year 1 because we did not achieve AYP for two consecutive years. The AYP areas that are targeted for improvement are English Language Arts, Mathematics and Academic Performance Index.</p> <p>Analyzing various data reports to revise the SPSAs has resulted in specific targets for growth in student achievement.</p>	All staff	2011-2012		

The following charts show Annual Yearly Progress data.

Year	10-11	09-10	08-09	07-08	%Prof/Adv 2011/12 Target	Growth Target 11/12	Safe Harbor Target Estimate
Criteria met	11/20	10/18	18/18	13/18			
API	701	707	699	694	701	726	
ELA % Proficient Annual target	67% Target	56% Target	45% Target	34% Target	78.4% Target		49.1 estimate CDE calculator not released
All students	43.2 no	41.7 no	43 sh	32.9 no		35.2	
Hispanic	40.4 no	38.5 no	39.2 sh	29.9 no		38.0	
Socio Econ	41.7 no	38.3 no	39.0 sh	29.6 no		36.7	
EL	36.4 no	34.8 no	35.4 sh	28.7 no		42.0	
Disabilities	5.7 no	14.8 no	16.5 no	13.6 no		72.7	
White	62.7 no	63.0 yes	64.9 yes	47.5 yes		11.1	
Math % Annual target	67.3% Target	56% Target	45% Target	34% Target	79% Target		
All students	46.1 no	46.8 no	50.8 yes	49.2 yes		32.9	
Hispanic	44 no	44.5 no	47.2 yes	47.8 yes		35.0	
Socio Econ	45.1 no	45 no	48.8 yes	47.5 yes		33.9	
EL	42.3 no	42.3 no	45.7 yes	49.3 yes		36.7	
Disabilities	23.1 no	24.7 no	20.9 no	22.2 no		55.9	
White	56.7 no	65.4 yes	68.9 yes	56.3 yes		22.3	
Graduation Rate	Yes	Yes	Yes -6.9% avg. change over 2 years	No met -10.5% avg. change over 2 years			
Participation Rate	Met	met	met	met			

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Effective implementation of the adopted instructional materials needs improvement. Teachers in grades 7-12 will participate in AB 472 training in ELD materials and ELA materials.</p>	<p>Superintendent, secondary administration, certificated staff</p>	<p>2011-2012</p>	<p>ELA/ELD \$1,500.00 /day (2 days) \$110.00/day release time</p>	<p>Title I Title III</p>
<p>Training in math common core curriculum and materials is provided for grades 5-12.</p> <p>Benchmark assessments in core subjects for grades 7-12 will be developed and implemented.</p>	<p>Certificated staff</p>	<p>2011-2013</p>	<p>10 days for 9 teachers</p>	<p>CMAP</p>
<p>Pacing guides in grades 7-12 for English and Mathematics will be designed and implemented.</p>		<p>Dec. 2011 Jan. 2012</p>		
<p>Additional training in use of Edusoft will be provided for all staff. Teachers are expected to implement the use of data collection and analysis for guiding instruction.</p>	<p>Certificated staff, administration</p>	<p>2011-2012</p>	<p>\$10,785.00 \$2,240.00</p>	<p>Lottery Title I EIA-LEP</p>
<p>CELDT data will continue be used along with CST data to re-designate students from EL to Fluent English speakers.</p>				
<p>SDAIE coaching and instructional coaching to strengthen core academic instruction will be provided to 7-12 teachers for 10 days</p>	<p>Certificated staff, SCOE coaches</p>	<p>2011-2012</p>	<p>\$650.00/day for 10 days</p>	<p>Title I</p>

<p>The District Leadership Team including all administrators work together as a learning organization to support professional development in seven areas of district work:</p> <ol style="list-style-type: none"> 1. Leadership training 2. Ongoing professional development 3. Support in aligning curriculum, instruction, and assessments to state standards 4. Providing an efficient data system to monitor students achievement 5. Aligning human and fiscal resources to district goals 6. Building effective parent and community involvement programs 7. Providing targeted professional development for teachers and site administrators 	See above	See above	See above	See above
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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. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 1. Full use of student performance data analysis to determine and guide successful instructional practices and interventions The data are examined by grade, subject, course and subgroup and tracked over time to determine student achievement in the core programs across all classrooms and all schools. The data are used to target fiscal and human resources to specific areas of need, professional development programs conducted during collaboration time. 	Administration, certificated staff	2011-2012	\$24,321.00 \$44,511.00	General Fund, Title I Title II

<p>More time and staff are needed to fully implement a comprehensive collection, analysis, and use of data to guide instruction. Professional development and ongoing support on the data management system and the use of data is provided. Additional training is provided to non-proficient staff.</p>				
<p>2. Full implementation of ELA and Math benchmarks assessments to monitor student progress.</p>	<p>Certificated staff, administration</p>	<p>2011-2012</p>	<p>\$110.00/day release</p>	<p>Title I Title II</p>
<p>3. Continue to enhance academic support and interventions for students who are not performing at grade level (after school, summer school)</p>	<p>Certificated staff, students</p>	<p>45 minutes (two times per week)</p>	<p>\$68,083.00 rates for certificated employees</p>	<p>General Fund</p>
<p>4. Implement Professional Development strategies as noted in this plan.</p>	<ul style="list-style-type: none"> • Instructional coaching, Instructional materials training, Write Tools training, EduSoft training 	<p>2011-2012</p>	<p>See above</p>	<p>Title I Title III General Fund Lottery</p>

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. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The needs are described in this plan in #1, #3, #4 and #6.</p> <p>Continue Professional Development as prescribed in the LEA Plan, Title Three Plan and each school's Single Plan for Student Achievement with a clear focus on improved instructional strategies in ELA, Math using SDAIE strategies.</p> <p>Fully implement the use of Edusoft for data collection and analysis to guide instruction.</p> <p>Specific strategies for this year include the following: Explicit Direct Instruction Write Tools SDAIE coaching Instructional coaching Instructional materials training</p> <p>The District has policies and practices that support new administrators and those assigned to underperforming schools.</p> <p>The District provides principals with structured and ongoing professional development focused on the specific needs of high priority students and their teachers. Peer support networks have been implemented in Colusa County.</p>	<p>Administration, certificated staff</p> <p>Administration, certificated staff</p> <p>Administration, certificated staff, consultants</p>	<p>2011-2012</p> <p>2011-2012</p> <p>2011-2012</p>	<p>See above</p> <p>See above</p> <p>See above</p>	<p>See above</p> <p>See above</p> <p>See above</p>

specialized strategies are provided. Release time is provided to attend professional development programs. New teachers are enrolled in BTSA and have a local support provider paid by the District.				
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6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only:** Complete 6b
- If Title III Year 1:** Complete 6b
- If Title III Year 2 or 3:** Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+:** Title III Year 4 Plan in CAIS

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Goal 1: 54.5% of ELLs will meet growth target of CST ELA</p> <p>Goal 2A: 18.7% of ELLs will attain proficiency on CELDT with less than 5 years.</p> <p>Goal 2B: 43.2% of ELLs will attain proficiency on CELDT with 5 years or more in school.</p> <p>English Learner performance has met targets for AMAO 1 and AMAO 2 for years until 2011. Progress was made in 2010-2011. We met some targets in 2011 and remained in PI, Yr. 1. There is a concerted effort to move students through the lower levels of English proficiency and our</p>				

<p>addendum will note that we are continuing those efforts.</p> <p>Our EL students struggle the most with passing CAHSEE the first time.</p> <p>AMAO #3 was not met in 10-11 in both English and Math, but adequate progress was made to maintain PI, Yr. 1 status instead of PI, Yr. 2. The dramatic rise in four years of the target has been much greater.</p> <p>The CELDT Data indicated that a large number of our ELL population is at the intermediate level. These students who remain at the Intermediate Level tend to perform at the Basic level and below on CSTs. There is a focus to support these students more, particularly in grades 7-12.</p> <p>The District has found that the lack of academic progress for ELLs on the CST ELA and Math stems from inconsistencies in the implementation of the ELD program at grades 7-12. An additional finding is that ELL beginning students with CELDT scores of 1 and/or 2 were not enrolled in core English classes in grades 7-12.</p> <p>Strategy: That has been corrected and all students are enrolled in core English classes. ELLs that are basic and below receive additional instructional time for ELD.</p> <p>SWDs have access to the core curriculum with appropriate accommodations and/or modifications of curriculum and instruction, as specified in their individualized education programs (IEPs).</p>	<p>Certificated staff For K-6: 30 additional minutes daily. For 7-12: 1 or 2 periods daily</p> <p>Superintendent, administration, certificated staff, coaches</p> <p>Secondary administration and certificated staff</p>	<p>2011-2012</p> <p>2011-2012</p>	<p>\$60.00/hr. for 180 days for a variety of certificated assignments</p>	<p>General Fund</p>
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<p>There are inconsistencies and limited use of SDAIE strategies in grades 7-12. Professional development in the use of SDAIE strategies has been inconsistent. Strategy: In K-3 coaching is provided by a teacher ten days per year. In K -6 continued implementation of the "Language Star" instructional strategies is successful.</p> <p>All administrators have been trained in Walk Through practices, provided forms for use in monitoring SDAIE strategies, and provide IPADS to record immediate feedback to teachers.</p> <p>In 4-12 instructional coaching is provided by coaches from SJCOE and SCOE.</p> <p>A lack of ELD benchmark assessments has contributed to the inability to effectively monitor student progress in attaining English proficiency.</p> <p>Strategy: This year a new assessment, CELD, is being used two times as an interim assessment to guide instruction for students in grades 7-12.</p> <p>Strategy: In order to increase the monitoring of achievement levels of ELs through consistent use of SDAIE strategies and data driven strategic intervention the District will design a report format to facilitate the progress monitoring of EL students. These reports will be shared with all stakeholders. Data will include two years of CELDT data, number of years in US schools, and CST scores for two years. Site administrators and teachers will be trained to develop</p>	Administration	2011-2012	Coaches: \$650.00/day	Title I Lottery Title III EIA-LEP	
	Certificated employees	2011-2012	\$3,840.00	Title I Title II Title III EIA-LEP	
	Administrators				
	Superintendent, administration, certificated staff, coaches	2011-2012	Coaches: \$650.00/day	Title I Title III EIA-LEP	
	Secondary administration, certificated staff	2011-2012	\$500.00 2 days for testing, data collection and analysis for 3 staff: \$250.00/day = \$15,000.00	Lottery General Fund	
	Administration	2011-2012		Title II Title III	

<p>data driven individual action plans for identified students. Implement core reading intervention components for identified students in grades 4-12.</p>				
<p>Intervention in English Language Arts and Math is planned using the listed strategies.</p>	<p>ASES staff, After School Intervention, Certificated staff</p>	<p>2011-2012</p>		
<p>a. The district has adopted and implemented state approved ELA curricula (K-6 Houghton Mifflin, McDougal Littlell, and Edge). Accelerated Reader, Accelerated Math and Lexia assessments are used to monitor student progress.</p>	<p>All certificated staff, 7-12, 1 day, refresher training in ELA materials</p>	<p>2011-2012</p>	<p>\$11,000.00 /day</p>	<p>IMF Title I Lottery</p>
<p>b. ELA pacing guides for 7-12 will be designed and implemented.</p>	<p>Administration, certificated staff</p>	<p>2011-2012</p>	<p>\$110.00/day release time</p>	<p>General Fund</p>
<p>c. EDGE is used in our ELD classes.</p>	<p>All certificated staff</p>		<p>\$11,000.00</p>	<p>IMF</p>
<p>d. Edusoft is used to monitor student achievement. Additional training will be provided for 7-12 teachers.</p>	<p>All certificated staff</p>	<p>2011-2012</p>	<p>\$10,785.00</p>	<p>Title I Title III EIA-LEP</p>
<p>e. Structured collaboration time is provided at least once per month with a minimum day schedule.</p>	<p>All staff</p>	<p>2011-2012</p>	<p>\$9,470/day</p>	<p>General Fund, categorical funds</p>
<p>f. There is active parental participation at each site through the ELAC, DELAC, SSC, DAC, and Migrant Education Advisory groups.</p>	<p>Professional learning community, parents</p>	<p>2011-2012</p>	<p>\$12,160.00</p>	<p>Title I</p>

<p>g. After school Intervention classes and summer school are provided K-12.</p>	<p>See above</p>	<p>2011-2012</p>	<p>\$133,128.00 \$68,083.00</p>	<p>ASES, General Fund</p>
<p>h. Most teachers in 5-12 grade and all math teachers in 7-12 are participating in the Colusa Math Assessment Project, a professional development grant, in partnership with UC Davis and Williams USD. Lesson study is the primary method of improving practice. The program is scheduled to operate for 15 months and includes 6 release days, two retreats and a week long summer institute. Strategies including use of academic language, common core standards, aligned assessments, and SDAIE instructional strategies.</p>	<p>Superintendent, certificated staff 5-12</p>	<p>2011-2013</p>	<p>\$53,784.00</p>	<p>CMAP Grant</p>
<p>ELLs, particularly those who are at the Intermediate CELDT Level and have been in US schools more than 6 years continue to struggle in achieving grade level proficiency as demonstrated on the CST ELA, Math and CAHSEE assessments. More training in use of SDAIE strategies is needed.</p>	<p>Administration, certificated staff</p>	<p>10 days coaching (grades K-3); 2 days coaching (grades 4-6); 10 days coaching (grades 7-12)</p>	<p>\$650.00/day</p>	<p>Title I Title III EIA-LEP, General Fund</p>

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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
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District targeted Intervention classes after school during the school year				
Grades 4-6 ASES, SES	ASES staff	2011-2012	\$990.00 per student	ASES
Grades 7-12 SES, English tutoring	SES staff			SES
Summer school for 7-12 students to make up failure grades		2 or 3 hours per week	\$42.00/hr. per teacher avg.	Title I
Summer School for K-6 for and ELD Boot camp immediately preceding the start of school in August				General Fund
1-3 After school reading, intervention classes, tutoring	Certificated staff K-12	2012	Same as above	General fund
3 Math homework help	Certificated staff K-12	2012	See above	General Fund
K-12 Parent Training	SSC	2011-2012 monthly	\$12,160.00	Title I
4-6 After hours tutoring in math	Certificated staff	2011-2012 monthly	\$42.00/hr. per teacher average	General Fund

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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
The District and each site have a system in place to facilitate the two way flow of information between parents,	All Staff	2011-2012		

teachers and administrators.				
The District and each site provide parents with information on students' results on state assessments in easy to understand reports in English and Spanish. Reports clearly define proficiency and report students progress in terms of proficiency in the state content standards.	All staff	Quarterly	\$650.00 postage per mailing = \$2,600.00	General fund
The District and sites assist parents to interpret student's report cards and state reports on standardized assessments so that parents can understand the extent to which their children are meeting state standards.	All staff	2011-2012		
The District and sites inform all parents of ELLs of the student's identification as an EL, local re-designation criteria, and a student's annual progress towards attaining these criteria. Parents are informed of student proficiency level as measured by the CELDT, the benefit of receiving ELD instruction.	Administration, Certificated staff	2011-2012		
The District and sites inform parents of students with disabilities of opportunities to participate in decision making regarding their child's special education program.	Administration, Certificated staff	2011-2012		General fund
Strategies: Continue School Site Councils, ELAC, DELAC, DAC, and Migrant Education Advisory Councils for the purpose of review of student performance and to enhance parent participation in school improvement.	Administration SSC, ELAC, DELAC, DAC, Migrant Ed.	2011-2012	\$12,160.00	Title I Title II Title III Migrant Ed.
Continue to implement School Parent compact Conduct Community meetings to discuss program improvement. Encourage continued use of Parent Volunteers in the classrooms. Provide additional parent training in use of ABI where parents can monitor student grades, homework and course progress.	Technology coordinator, administration, parents	2011-2012		Title I

<p>Continue to provide up to date information on the District and school web sites. Information is available in Spanish and English.</p>	<p>Technology coordinator, administration, parents</p>	<p>2011-2012</p>		<p>General Fund</p>
<p>Provide homework support training, family math nights, high school graduation requirements, FAFSA completion, CTE programs, and CAHSEE remediation programs.</p>	<p>Certificated staff, administration</p>	<p>2011-2012</p>		<p>General Fund</p>