

Application #	
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**No Child Left Behind Act of 2001  
June 18, 2013  
LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

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

**LEA Plan Information:**

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

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

Dates of Plan Duration: **July 1, 2008 to June 30, 2013 ; July 1, 2013 – June 30, 2014**

Date of local governing board approval: June 17, 2003 (original plan); June 18, 2013 (latest update)

District Superintendent: Scott Leaman

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City: Lincoln, CA

Zip code: 95648

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

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

Scott Leaman

6/18/13

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kris Wyatt

6/18/13

Printed or typed name of Board President

Date

Signature of Board President

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# Part I

## Background and Overview

### *Background*

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

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

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

#### **Performance Goals:**

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

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

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

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact

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

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

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

### ***The Consolidated Application (ConApp)***

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

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

### ***The Local Education Agency Plan (LEA Plan)***

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

### ***The Single Plan for Student Achievement (SPSA – Site Plan)***

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

### ***Categorical Program Monitoring (CPM)***

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

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the plan ended June, 2008, CDE advises all LEA's to continue to update LEAP plans pending reauthorization or changes to NCLB.)**

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

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

### **FEDERAL AND STATE PROGRAMS CHECKLIST**

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2011 - 2012 District Carryovers	2012 - 2013 District Entitlements	2012 - 2013 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
Title I, Part A (3010)	\$10,009	\$955,046	\$737,891	77%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality (4035)	\$31,129	\$108,387	\$92,976	67%
Title II, Part D, Enhancing Education Through Technology (4045)				
Title III, Limited English Proficient (4203)	\$40,471	\$73,228	\$73,526	62%
Title III, Immigrants (4201)				
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)	\$4,323	\$0	\$0	0%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education – TPP (3410)	\$0	\$48,322	\$45,022	93%
Career Technical Education (3550)	\$0	\$44,588	\$41,543	93%
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)	\$0	\$1,031,994	\$961,515	93%
21 <sup>st</sup> Century Community Learning Centers (4124)				
Other (describe) Title VI Innovation (4110)				

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2011 -12 District Carryovers	2012-13 District Entitlements	2012-13 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)	\$114,606	\$616,695	\$591,159	81%
State Migrant Education				
School Improvement (0395)	\$77,578	\$260,458	\$143,427	42%
Child Development Programs	\$0	\$228,380	\$195,353	86%
Educational Equity				
Gifted and Talented Education (0140)	\$4,306	\$39,606	\$4,306	10%
Tobacco Use Prevention Education – (Prop. 99) (6660)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (0405)	\$17,553	\$64,148	\$58,568	91%
Tenth Grade Counseling (7375)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				

- Tier III Flexibility eliminates reporting requirements; some of these funds were swept through Tier III flexibility.

## **Part II**

### **The Plan**

For a complete set of needs assessments and the SMART Goals (Specific Measurable Attainable Results-Oriented and Timely) for each site to improve student achievement, including specific actions to improve educational practice, timelines, related expenditures, costs, and funding sources, see each school's Single Plan for Student Achievement (SPSA), updated, and approved by the Board of Trustees on November 6, 2012 and available on the district's website.

## SPSA Site Plan Goals

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

### ***Descriptions – District Planning***

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

## ***District Profile***

### ***Mission Statement***

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

### ***Vision Statement***

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

### ***District Profile***

The greater Lincoln area is served with Pre-Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. The district has increased from 2,800 students in 1993 to over 6500 in 2012/13. The student body in Western Placer Schools is approximately 62% Caucasian, 26% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 34% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

### ***The Staff***

We are very proud of the staff members that make up the Western Placer Unified School District. Each person plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn. A focus in the past four years has been on professional development in and implementation of Professional Learning Communities (PLC's) to facilitate instruction and learning. This year, most staff additionally participated in professional development focused on the new Common Core State Standards.

## *Academic Performance Summary*

### **1. Statewide Standards, Assessment and Accountability for LEA Plan**

#### **Statewide Standards**

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

#### **Statewide Assessments**

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

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

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

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

#### **Statewide Accountability**

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

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

### **Local Standards-based Assessments**

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

### **Local Accountability**

- Yes  No    a. The district will use the results of the student standards-based assessments to review annually the progress of each school.
- Yes  No    b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. (First Street School, Glen Edward Middle School and Creekside Oaks Elementary School.)

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

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

## Local Measures of Student Performance

The district gives the following local assessments :

### 1. Reading

Students participating in assessment	Houghton Mifflin Skills Assessments			District Trimester ELA Assessments		
	Date : 11/12	Date : 3/13	Date : 5/13	Date : 11/12	Date : 3/13	Date : 5/13
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The District Trimester Assessments are tests are district-developed tests that are aligned with State Standards and the District Pacing Guide, and which provide formative assessments in fluency, word recognition, spelling, checking skills and writing each trimester. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required District measures are being tracked through the OARS (Online Assessment Reporting System).

**The district gives the following local assessments :**

**2. Mathematics**

Students participating in assessment	HSP CA Math Chapter Tests			District Trimester Mathematics Assessments		
	Date : 11/12	Date : 3/13	Date : 5/13	Date : 11/12	Date : 3/13	Date : 5/13
All Students	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)
Student Groups						
K	100%	100%	100%	100%	100%	100%
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

- The CA HSP Math Chapter Tests and the District Trimester Mathematics Assessments are aligned with the California Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM) may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System). Kindergarten uses monthly assessments through the ESGI (Educational Software for Guiding Instruction) system for both English Language Arts and Mathematics.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based on Teaching Profession Standards</p> <p>b) All instructional materials are aligned with 1997 CA State Standards – align with new Common Core</p> <p>c) All new teachers participate in BTSA</p> <p>d) Training in Curriculum Pacing/Assessment Guides</p> <p>e) Professional Development on Common Core State Standards</p> <p>f) Use of Standards-aligned report card at elementary levels – revise to align with Common Core</p> <p>g) Implementation/Annual Revision of Pacing Guides at ALL levels for Reading/ELA</p> <p>h) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin., Peer Coach, Tchrs</p> <p>c) Director of Human Resources</p> <p>d) Dept Supt. Peer Coach, Interven Specialist</p> <p>e) Dpty Supt of Ed Serv</p> <p>f) All</p> <p>g/h) Principals/ Dpty Supt of Ed Serv/ Lead Tchrs</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) Staff development</p> <p>f) None</p> <p>g/h) Time to write/edit/OARS</p>	<p>a) None</p> <p>b) \$100,000</p> <p>c) \$35,000</p> <p>d) None</p> <p>e) \$50,000</p> <p>f) \$5,000</p> <p>g/h) \$5000</p>	<p>a) N/A</p> <p>b) IMF/Lottery/Textbook Reserve</p> <p>c) County BTSA funds/PAR</p> <p>d/e/f/g/h) District Prof Dev Block Grant; CCSS Funding</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) CCSS will be posted in classrooms</p> <p>d) Full implementation of PLC’s for best first instruction/intervention</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p> <p>d) Principals/ Dpty Supt of Ed Serv/ Teachers</p>	<p>a) Cost of inst.materials</p> <p>b) None</p> <p>c) None</p> <p>d) Scheduling</p>	<p>a) \$100,000</p> <p>b) None</p> <p>c) \$2000</p> <p>d) None</p>	<p>a) IMF/Lottery/Textbook/CCSS Funds</p> <p>b) N/A</p> <p>c) District</p> <p>d) None</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>a) Summer School for special education students with ESY in IEP's</p> <p>b) After-School programs of two or three hours in place at many sites</p> <p>c) New Schedule for increased credits at high school</p> <p>d) PCOE CARE Programs at GEMS and LHS</p> <p>e) CARE After-School Program</p> <p>f) Increased in-class interventions &amp; monitoring</p> <p>g) Implementation of PLC's/Timely &amp; Specific Interventions</p>	<p>a) District</p> <p>b) District/Sites</p> <p>c) Lincoln High School</p> <p>d) District</p> <p>e) District</p> <p>f/g) Principals/Teachers</p>	<p>a) Cost of program</p> <p>b) Cost of program</p> <p>c) Cost of program</p> <p>d) Cost of program</p> <p>e) Cost of program</p> <p>f/g) Scheduling costs; ISP support staff</p>	<p>a) \$50,000</p> <p>b) \$200,000</p> <p>c) None</p> <p>d) \$20,000</p> <p>e) \$18,000</p> <p>f/g) \$140,000</p>	<p>a) Hourly programs</p> <p>b) Grants/T1/EIA</p> <p>c) None</p> <p>d) Shared ADA</p> <p>e) Grants</p> <p>f/g) EIA; Title I</p>
<p>4. Increased access to technology:</p> <p>a) Students use Accelerated Reader program for K-8</p> <p>b) CTAP courses offered</p> <p>c) District Technology plan/Site Tech Trainer workshops</p> <p>d) Internet available in all classrooms</p> <p>e) Online learning for credit recovery at high schools</p> <p>f) Enhanced internet connectivity; update computer labs</p>	<p>a) Sites</p> <p>b) District</p> <p>c) District</p> <p>d) District</p> <p>e) Dept Supt Ed Ser</p> <p>f) Dir of Tech</p>	<p>a) Cost of software</p> <p>b) Cost of courses</p> <p>c) None</p> <p>d) Cost of connection</p> <p>e) Cost of program</p> <p>f) Fiber; hardware</p>	<p>a) \$20,000</p> <p>b) \$2,000</p> <p>c) N/A</p> <p>d) \$10,000</p> <p>e) \$40,000</p> <p>f) \$100,000</p>	<p>a) Site funds</p> <p>b) Staff Dev</p> <p>c) EETT</p> <p>d/e) District</p> <p>f) General funds &amp; SBAC \$\$</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) Inservice in English Language Arts/Differentiated Instruction</p> <p>b) New teachers participate in BTSA</p> <p>c) County-wide workshops attended by staff</p> <p>d) Training/ Implementation of PLC's</p> <p>e) Intensive PD in CCSS</p>	<p>a) Sites</p> <p>b) Teachers</p> <p>c) PCOE/District</p> <p>d/e) District/Site Admin</p>	<p>a) Paid attendance</p> <p>b) Stipends</p> <p>c) Paid attendance</p> <p>c) Paid attendance</p> <p>d) Scheduling during day – including Early Release Days/other</p> <p>e) Summer/After School/Release w/Subs</p>	<p>a) \$15,000</p> <p>b) \$35,000</p> <p>c) \$5,000</p> <p>d) \$5,000</p> <p>e) \$50,000</p>	<p>a) District &amp; Title II</p> <p>b) District</p> <p>c) District &amp; Title II</p> <p>d) District</p> <p>e) Prof Dev &amp; Title II &amp; SLIG/CCSS\$</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Parents, teachers, and other staff participate in the School Site Council  b) DELAC/ELAC  c) Parent Conferences  d) School newsletters/SARC/Web site  e) All parent legal parent notifications distributed and signed</p>	<p>a) Parents/teachers  b) Parents/District  c) Parents/teachers Admin/  d) On-going  e) District/Site</p>	<p>a) None  b) None  c) None  d) Cost of printing/distributing  e) Cost of printing/distributing</p>	<p>a) N/A  b) N/A  c) N/A  d) \$2000  e) \$2000</p>	<p>a) N/A  b) N/A  c) N/A  d) SLIG/District  e) District/Site</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Title 1 reading intervention at all Title I sites  b) After school interventions for students who haven't passed CAHSEE  c) After school intervention at most sites  d) Implementation of ECAT Team</p>	<p>a) Site/Teachers  b) Site  c) District/Teachers  d) Dir Sp  Ed/Psychs</p>	<p>a) Cost of Program  b) Cost of Program  c) Cost of Program  d) Cost of Program</p>	<p>a) \$300,000  b) \$5,000  c) \$200,000  d) \$50,000</p>	<p>a) Title I/SIP  b) Site  c) State/Federal  d) Dist/State/  Fed</p>
<p>8. Monitoring program effectiveness:</p> <p>a) Students participate in state testing-- STAR /CAHSEE/CELDT  b) Determination of Annual Yearly Progress  c) Monthly Monitoring of Progress through OARS - Online Assessment Reporting System  d) Report Cards  e) Self Review Process  f) Evaluation Data from outside evaluators  g) Placer County Outcomes for Children data  h) Principal Monitoring of Bi-Monthly PLC's &amp; Data Discussions</p>	<p>a) District/Site  b) Site/State  c) District/Site  d) Site  e) Site  State/District/Site  f) Evaluators  g) Placer County Childrens Systems  g) Principals - Monthly</p>	<p>a) Assessment Cost  b) State  c) District  d) Teachers  e) District/Site  f) Evaluators  g) Consultants  h) None</p>	<p>a) \$30,000  b) None  c) \$10,000  d) \$1,500  e) None  f) \$15,000  g) None  h) None</p>	<p>a) District/State  b) None  c) District  d) District  e) None  f) Grants  g) Grants  h) None</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Title I reading interventions for students below grade level</p> <p>b) Summer school for special education students with ESY in IEP's</p> <p>c) High School students who have not passed CAHSEE participate in after-school intervention programs</p> <p>d) Students participate in during/after school intervention programs</p> <p>e) Special Education students served through program</p> <p>f) Effective PLC's (grade level/departmental) to address learning needs in timely manner</p>	<p>a) Site</p> <p>b) District</p> <p>c) Site</p> <p>d) District/Site</p> <p>e) District/Site</p> <p>f) Principals/Teachers</p>	<p>a) Salaries and benefits</p> <p>b) Salaries and benefits</p> <p>c) Salaries and benefits</p> <p>d) Salaries and benefits</p> <p>e) Salaries and benefits</p> <p>f) Intervention materials</p>	<p>a) \$300,00</p> <p>b) \$130,000</p> <p>c) \$5,000</p> <p>d) \$260,000</p> <p>e) \$1,000,000</p> <p>f) \$20,000</p>	<p>a) Title I</p> <p>b) Hourly programs</p> <p>c) Title I/hourly programs</p> <p>d) Grants</p> <p>e) Special Education/District</p> <p>f) Lottery</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a) District has implemented new Educationally Related Mental Health (ERMH) services, has expanded its number of School Psychologists, and has created a Mental Health Specialist position to support students emotionally and academically.</p>				

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards and are transitioning to CCSS – Identification of CCSS Essential Standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Use of Standards-aligned report card at elementary levels; align to new CCSS</p> <p>e) Full implementation of PLC’s to address best first instruction &amp; intervention</p> <p>f) Implementation of Pacing Guides at ALL levels for Mathematics</p> <p>g) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) All</p> <p>e) Principals/ Teachers</p> <p>f/g) Principals/ Dpty Supt of Ed Serv/ Lead Teachers</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) None</p> <p>f) None</p> <p>g) Time to write/edit/ OARS</p>	<p>a) None</p> <p>b) \$25,000</p> <p>c) \$35,000</p> <p>d) \$5,000</p> <p>e) None</p> <p>f) None</p> <p>g) \$5000</p>	<p>a) N/A</p> <p>b) Professional Development</p> <p>c) County BTSA funds/PAR</p> <p>d) None</p> <p>e) None</p> <p>f) None</p> <p>g) Staff Develop</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District to purchase state adopted materials K-8 or materials aligned with CCSS 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) State standards will be posted in classrooms</p> <p>d) Full implementation of PLC’s for best first instruction/intervention</p> <p>e) Identification and implementation of intervention math materials/curricula</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p> <p>d) Principals/ Dpty Supt of Ed Serv/ Teachers</p> <p>e) Dpty Supt Ed Serv/ Principals/ Teachers</p>	<p>a) Cost of inst.materials</p> <p>b) None</p> <p>c) None</p> <p>d) Scheduling</p> <p>e) Cost of materials</p>	<p>a) \$150,000</p> <p>b) None</p> <p>c) \$500</p> <p>d) None</p> <p>e) \$20,000</p>	<p>a) IMF/Lottery/ Textbook Reserve/CCSS \$</p> <p>b) N/A</p> <p>c) District</p> <p>d) None</p> <p>e) Lottery/ IMFRP</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>a) Summer School for all special education students with ESY in IEP's</p> <p>b) After-School programs of two or three hours in place at most sites</p> <p>c) New 4X4 A/B block schedule for increased credits at Lincoln High School</p> <p>d) Increased in-class interventions &amp; monitoring</p> <p>e) Implementation of PLC's/Timely &amp; Specific Interventions</p>	<p>a) District</p> <p>b) District/Sites</p> <p>c) Lincoln High School</p> <p>d/e) Principals/Teachers</p>	<p>a) Cost of program</p> <p>b) Cost of program</p> <p>c) Cost of program</p> <p>d/e) Scheduling costs; ISP support staff</p>	<p>a) \$125,000</p> <p>b) \$500,000</p> <p>c) None</p> <p>d/e) \$50,000</p>	<p>a) Hourly programs</p> <p>b) Grants</p> <p>c) None</p> <p>d/e) EIA; Title I</p>
<p>4. Increased access to technology:</p> <p>a) Students use Accelerated Math program for K-8</p> <p>b) CTAP courses offered</p> <p>c) District Technology plan</p> <p>d) Internet available in all classrooms</p> <p>e) Online learning for credit recovery at high schools</p>	<p>a) Sites</p> <p>b) District</p> <p>c) District</p> <p>d) District</p> <p>e) Dpty Supt Ed Ser</p>	<p>a) Cost of software</p> <p>b) Cost of courses</p> <p>c) None</p> <p>d) Cost of connection</p> <p>e) Cost of program</p>	<p>a) \$20,000</p> <p>b) \$2,000</p> <p>c) N/A</p> <p>d) \$10,000</p> <p>e) \$40,000</p>	<p>a) Site funds</p> <p>b) Staff Dev</p> <p>c) EETT</p> <p>d/e) District</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) Teachers participate in PD re new CCSS Math materials</p> <p>b) New teachers participate in BTSA</p> <p>c) County-wide/district CCSS Math workshops attended by staff</p> <p>d) Training/Implementation in PLC's &amp; CCSS</p>	<p>a) Sites</p> <p>b) Teachers</p> <p>c) PCOE/District</p> <p>d) Dpty Supt Ed Ser</p>	<p>a) Paid attendance</p> <p>b) Stipends</p> <p>c) Paid attendance</p> <p>d) Scheduling during day – including Early Release Days/other</p>	<p>a) \$15,000</p> <p>b) \$35,000</p> <p>c) \$5,000</p> <p>d) \$25,000</p>	<p>a) District</p> <p>b) District</p> <p>c) District</p> <p>d) Title II, Prof Dev Block Grant, SLIG</p>

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Title I interventions for students below grade level</p> <p>b) Summer school for students in special education with ESY on IEP's</p> <p>c) High School students who have not passed CAHSEE participate in intervention programs</p> <p>d) Students participate in after school intervention programs</p> <p>e) Special Education students served through program</p> <p>f) Effective PLC's (grade level/departmental) to address learning needs in timely manner</p>	<p>a) Site</p> <p>b) District</p> <p>c) Site</p> <p>d) District/Site</p> <p>e) District/Site</p> <p>f) Principals/ Teachers</p>	<p>a) Salaries and benefits</p> <p>b) Salaries and benefits</p> <p>c) Salaries and benefits</p> <p>d) Salaries and benefits</p> <p>e) Salaries and benefits</p> <p>f) Materials</p>	<p>a) \$300,00</p> <p>b) \$130,000</p> <p>c) \$5,000</p> <p>d) \$260,000</p> <p>e) \$1,000,000</p> <p>f) \$20,000</p>	<p>a) Title I</p> <p>b) Hourly programs</p> <p>c) Title I/hourly programs</p> <p>d) Grants</p> <p>e) Special Education/District</p> <p>f) Lottery</p>

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

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

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

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> <li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:               <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:                   <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards.</li> <li>b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading.</li> <li>c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council.</li> <li>d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.</li> </ol>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>a) The district has adopted Houghton Mifflin Reading &amp; Medallions in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy.</p> <p>b.) Intervention materials have been purchased for grades 2 -5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading.</p> <p>c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure stu achievement growth over time.</p> <p>d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement (“C” or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner.</p> <p>e) GLAD Training has been provided to over 65 teachers (K – 8) during the 2006 – 2007, the 2007 – 2008, 2008 – 2009, and 2010 - 11 school year s to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009 and in 2010 - 2011.</p> <p>f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6 -12 were offered during 2008 – 2009. Medallions inservices in 2010 – 2011.</p> <p>g) A district wide data base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007.</p> <p>b) Teachers received training in programs and in <i>Houghton Mifflin</i> and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07).</p> <p>c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop. Upwards of 200 teachers attended two-day DuFours PLC workshops.</p> <p>d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008.</p> <p>e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests.</p> <p>f) In 2013/14, PD in CCSS for ELA/ELD will continue for all K/12 core teachers.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<b>Yes or No Yes</b>	<b>If yes, describe:</b> Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring ‘10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruct
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No Yes</b>	<b>If yes, describe:</b> A focused summer program focusing on ELD has been offered to students. It is expected that students entering the district at the “beginner” level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No Yes</b>	<b>If yes, describe:</b> Students referred to Student Success Teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No Yes</b>	<b>If yes, describe:</b> The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

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

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student’s CELDT results are known.
<p><b>LEA Parent Notification Failure to Make Progress</b>            If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).

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

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<p>As of the beginning of the 2012/13 school year all our teachers but 1 have met the requirement of “highly qualified” according to the federal definition, with 2 additional teachers teaching one period each out of HQT compliance.</p> <p>All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English.</p> <p>As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so.</p> <p>25% of the teaching staff have a master’s degree.</p> <p>100% of the administrative staff have a masters or doctorate degree</p>	<p>Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered every other year and will be available again in 2013/14. The addition of an Intervention Program Specialist (including ELD) has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and 09/10 and 10/11. One teacher needs to meet HQT requirements; 2 additional teachers need HQT compliance for one period each of their assignment.</p> <p>Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional</p>

	<p>Learning Communities (PLC's). Over 230 teachers have attended DuFours PLC workshops in 2009-10, 2010-11, &amp; 2011-12. Over 200 teachers attended CCSS workshops in 2012/13.</p> <p>Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance.</p> <p>At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.</p>	
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students. 2013 CAHSEE results show dramatic narrowing of the achievement gap.</p>	Principals/teachers/ District	Cost of BTSA and other staff development efforts	\$100,000	Title II/ BTSA/ PD/CCSS Funds
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Best first instruction, intervention practices, using data to improve instruction, PLC's, CCSS, classroom management, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	District	Cost of training	\$100,000	Title I/ School Library Improvement Grant/ Title II/ PAR/ PD Funds

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development will focus on CCSS for ELA, ELD and Mathematics, PLC's, RTI, PBIS, and classroom management. Both teachers, paraeducators and administrators will participate.</p>	District	None	N/A	N/A
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>N/A as Technology funds through Title II Part D are no longer available. However, the District will continue its commitment to Site Tech Trainers through other funding, providing fall and spring technology workshops at all sites and continuous tech support to staff.</p>	District/ Director of Technology	Cost of training	None	Title II A & PD Grant funding

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will continue with its implementation of the goals of the three-year District Technology Plan which was approved in Spring, 2009 and updated in 2012. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.</p>	District/Technology coordinator	Cost of training	\$12,000	Title II/ District Professional Development Block Grant
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, the DAS (District Assessment Survey) was used. Information from this section will be updated at each annual renewal.</p>	District Staff	None	None	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child's education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction were offered during 2010/11 and 2011/12 and GATE Certification will be available again in 2013/14.. Additional training in use of intervention programs, materials and strategies will be offered, as well as CCSS.</p>	District	Cost of training	\$100,000	Title II A/ Staff Development Block Grant/CCSS funds
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.</p>	N/A	N/A	N/A	N/A

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> <li>1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems.</li> <li>2. Appropriate and effective school policies regarding student conduct and disciplinary procedures.</li> <li>3. School counselor and school nurse, assisted by Health Clerks.</li> <li>4. School safety plans updated annually with participation from parents and students.</li> <li>5. Free counseling offered through the Lighthouse Counseling and Family Resource Center</li> <li>6. Interns from California State University, Sacramento on select campus sites.</li> <li>7. Expanded counseling staff at high school.</li> <li>8. Implementation of PBIS (Positive Behavior Intervention Supports) and BEST strategies to support schoolwide behavioral expectations.</li> <li>9. Suspension and expulsion rates have been dramatically reduced.</li> <li>10. Attendance rates are 95.5% district-wide.</li> </ol>	<ol style="list-style-type: none"> <li>1. The district has a need to continue to provide professional development to teachers regarding reaching intentional non-learners and other disenfranchised students.</li> <li>2. Each site needs to monitor its efforts regarding implementation of internet safety curriculum.</li> <li>3. Each site needs to continue its efforts of school-wide behavior programs to continue to reduce suspensions and expulsions.</li> <li>4. Each site needs to continue to fully implement the new positive attendance programs initiated in 2011/12.</li> <li>5. Each site will practice an Evacuation Drill using the new Evacuation Process created in 2012/13.</li> </ol>

**Environments Conducive to Learning (Activities):**

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

ACTIVITIES
Red Ribbon Week Activities Extracurricular programs, clubs, events Summer School Interscholastic Athletics Student Government Specialized PE programs at Middle and High School Individual and group counseling through school psychologists Alternative education including continuation and independent study Online Learning Community Liaison programs at all elementary sites School Counseling Programs at high schools GATE offerings at sites PBIS and BEST student/staff-made videos PBIS/BEST schoolwide posters and training in systems/expectations RFEP Annual Celebration Seal of Biliteracy – new in 2012/13 SPAR – Suicide Prevention Action Response Team

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

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

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

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

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

**44% grade 5, 44% grade 7, 27% grade 9, and 42% grade 11 students completed the California Healthy Kids Survey (CHKS) in 2011/12, with results shown.**

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

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

*Table 8.1 SDFSCA/TUPE Performance Indicators Recommended by CDE*

Performance Indicator (CHKS 2012)	5th Grade %
The percentage of students that have ever used cigarettes* <b>Tobacco Use</b> NO IMPROVEMENT GOAL NEEDED.	2%
The percentage of students that have ever used marijuana** <b>Drug Use</b> NO IMPROVEMENT GOAL NEEDED.	0%
<b>Safe Schools and Violence</b> The percentage of students that feel very safe at school*** (84% all or most of the time; in-school rates higher than outside-of-school rates of 35% all of the time & 76% most of the time) <b>GOAL: Increases of 3% at school.</b>	50%
<b>School Protective Factors</b> The percentage of students that report high levels of caring relationships with a teacher or other adult at their school (85% for all or most of the time) <b>GOAL: Increase by 3%.</b>	61%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school (91% for all or most of the time) <b>GOAL: Increase by 3%.</b>	60%
The percentage of students that report high levels of opportunities for meaningful participation at their school (70% for all or most of time) <b>GOAL: Increase by 3%.</b>	21%
The percentage of students that report high levels of personal school connectedness <b>GOAL: Increase by 3%.</b>	63%

**Table A6.10**  
*Perceived Safety of School*

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	19	14	23
Safe	51	56	50
Neither safe nor unsafe	23	26	24
Unsafe	4	3	2
Very unsafe	3	1	1

**GOAL: Increase Very Safe/Safe responses by 5%.**

**Table A4.3**  
*Current AOD Use, Past 30 Days*

2012 CHKS Survey	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	10	22	38
Binge drinking (5 or more drinks in a row)	4	12	27
Marijuana	5	17	20
Inhalants	5	2	5
Cocaine	na	0	3
Methamphetamine or any amphetamine	na	0	2
Ecstasy, LSD, or other psychedelics	na	0	4
Other illegal drug or pill	2	4	10
<b>Any drug use</b>	7	19	22
<b>Heavy drug user</b>	4	9	14
<b>Any of the above AOD Use</b>	13	27	42

*Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use...alcohol...binge drink...marijuana? marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or any other psychedelics...other illegal drug or pill? na=not asked of middle school students*

**GOAL – Reduce Alcohol by 3 – 5%; AOD by 5%**

# 1. Resilience Indicators and School Connectedness

Table A3.1 2011/12 CHKS Survey

*Summary Table*

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
<b><i>School Environment Total</i></b>	38	56	6	30	59	10	46	42	12
Caring Adult Relationships	38	55	7	40	52	8	50	44	7
High Expectations	64	32	4	50	44	6	60	32	8
Opportunities for Meaningful Participation	14	64	2 3	8	53	38	20	49	32
<b><i>Community Environment Total</i></b>	77	20	3	66	27	8	67	23	10
Caring Adult Relationships	77	20	3	68	21	11	66	24	11
High Expectations	77	19	4	65	27	8	65	28	7
Opportunities for Meaningful Participation	62	28	9	53	34	13	49	34	16
<b><i>School Connectedness Scale</i></b>	54	37	9	42	44	13	59	33	9

**GOAL: Increase High/Moderate by 3% each**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The last Healthy Kids Survey was implemented in 2011/12; it will again be implemented in the spring of 2014. Additionally, the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

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

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

**Data Collection Timeline:**

The district has received the results of the 2011/12 Healthy Kids Survey. It is available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

**Reporting Timeline**

The District develops an analysis of all data each school year that the CHKS survey is administered. A report of the analysis of the data will be published, with a summary of the results presented at a meeting of the governing board the fall after the spring administration.

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

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

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

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

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

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

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

The District consulted with County Probation and other law enforcement agencies as well as county-operated programs in its revision of its Positive Attendance/SARB/SAM programs during 2010/11 and 2011/12. The district representative meets with the county Medical Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Placer County Peer Court and Lighthouse Counseling and FRC representatives have attended District Curriculum and Instruction meetings in 2011/12. District attendance rates went up to 95.5% in 2011/12 and 2012/13 due to our SARB/SAM efforts.

Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

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

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

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

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

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

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

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

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

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

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

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

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

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	<ul style="list-style-type: none"> <li>a) Semester for reinforcement of skills</li> <li>b) Remediation in English and math during the school day</li> <li>c) Before and after school tutorials</li> <li>d) Summer school</li> <li>e) 10th grade counseling is provided</li> <li>f) Student notice for all students receiving failing grades.</li> <li>g) Home visits</li> <li>h) Develop activities at PHS</li> </ul>	All students	Teachers, counselors, administrators On-going	The continuation high school will increase its graduation rate from 33% to 40%; the comprehensive high school will raise its graduation rate from 91.5% to 95%.	<ul style="list-style-type: none"> <li>a) None</li> <li>b) Title 1</li> <li>c) Hourly</li> <li>d) Hourly</li> <li>e) 10<sup>th</sup> grade counsel</li> <li>f) None</li> <li>g) None</li> <li>h) District</li> </ul>
<b>5.2 (Dropouts)</b>	<ul style="list-style-type: none"> <li>a) Students participate in Student Council</li> <li>b) Fourteen different Interscholastic sports are available for boys and girls</li> <li>c) FFA clubs are available</li> <li>d) Emphasis on vocational programs through ROP</li> <li>e) Develop activities at PHS</li> </ul>	<ul style="list-style-type: none"> <li>a) Elected student leaders</li> <li>b) 515 student athletes</li> <li>c) 90 members</li> <li>d) 260 participants</li> </ul>	<ul style="list-style-type: none"> <li>a) Teacher</li> <li>b) Coaches by sport</li> <li>c) Teacher advisors</li> <li>d) District</li> </ul>	The school will increase its graduation rate by 5%	<ul style="list-style-type: none"> <li>a) District</li> <li>b) District</li> <li>c) District</li> <li>d) District</li> <li>e) District</li> </ul>

<b>5.3</b> (Advanced Placement)	a) Students are able to take AP classes on line and on campus; AP offerings will have increased to 20 online or seat-time classes as of 2013/14.	All students	Teachers On-going	The school has doubled the number of students taking AP classes and will continue to increase enrollments	Tech Grant/ District/ Lottery
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## **Additional Mandatory Title I Descriptions**

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

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

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

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

The Western Placer Unified School District had used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-11; however that norm-referenced test is no longer used in CA schools. Instead, students scoring below proficient on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Priority is given to those students scoring Below Basic and Far Below Basic. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

## **Additional Mandatory Title I Descriptions**

(continued)

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

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

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

- a) The district will assist schools in analyzing student data through the use of a variety of applications.
- b) Before and after school programs and summer school will continue.
- c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
- d) The district will assist the school in following the mandates including school choice and supplemental instruction.
- e) The District will offer support to developing PLC's through development and refinement (by teacher work groups) of grade-level/departmental pacing guides, common assessments, interventions and professional development toward these ends.

## **Additional Mandatory Title I Descriptions**

(continued)

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

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

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

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

## **Additional Mandatory Title I Descriptions**

(continued)

### ***Coordination of Educational Services***

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

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

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

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

## **TITLE I, PART D – SUBPART 2**

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

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

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

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

### **TITLE III**

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

### **TITLE IV, PART A**

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

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

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

**TITLE IV, PART A, SUBPART 3**

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

**TITLE V, PART A**

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

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

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

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

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

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

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

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

**SIGNATURE PAGE**

**Scott Leaman**  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

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

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

## APPENDIX D

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

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

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

## APPENDIX E

<b>Promising or Favorable Programs</b>							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.ed.gov/msc/model.asp">http://www2.ed.gov/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

## APPENDIX E

SITE NEEDS ASSESSMENTS AND SMART GOALS: (See District website for Board Packet of November 15, 2011 at [www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us))

<http://www.wpusd.k12.ca.us/District/School-Board/Agendas--Minutes/2011-Archive/index.html>

### Elementary Schools

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

### Middle Schools

- Glen Edwards Middle School
- Twelve Bridges Middle School

### High Schools

- Lincoln High School
- Phoenix High School