

**Local Education Agency Plan
Walnut Valley Unified School District**

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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.

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

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

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

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

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

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

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

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

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

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

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

Federal 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	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):

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.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
X	EIA - Limited English Proficient
	After - School Education and Safety Programs
X	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
X	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): Tenth Grade Counseling
X	Other (describe): CAHSEE

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	223,583	958,932	1,005,138	85
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	10,050	227,684	202,074	85
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	64,128	139,960	200,006	98
Title III Immigrants		64,733	63,438	98
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education	0	56,758	54,056	95
McKinney - Vento Homeless Education				
IDEA, Special Education	0	1,868,403	1,588,143	85
21st Century Community Learning Centers				
Other (describe)				
Total	297,761	3,316,470	3,122,855	

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
CAHSEE – Tier III				
Beginning Teacher Support & Assessment – Tier III				
Total:	1,045,334	2,157,289	2,827,067	

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

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

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Introduction

The Walnut Valley Unified School District is a K-12 district located in Los Angeles County nestled in the southeast corner of the San Gabriel Valley. The District was created in 1970 to serve students living in the Walnut, Diamond Bar and parts of West Covina. Over the past several years, the District's enrollment has been approximately 14,608 students. WVUSD is comprised of fifteen schools. There are nine elementary schools serving students in grades K-5, three middle schools for grades 6-8, two comprehensive high schools for grades 9-12, and one alternative high school. The district employs approximately 720 certificated and 802 classified personnel.

A Blueprint for Excellence

Kids First – Every Student Every Day

In 2004, the District embarked on a new effort to keep its mission central to administrators, teachers and staff. Instead of writing a strategic plan, the District's administrators, teachers, staff, and the Board of Education created a Blueprint for Excellence, a series of simple architectural drawings that depict the focus and future of Walnut Valley schools.

For many years, District and campus leaders have communicated a shared vision: a commitment to success of all students. The Blueprint was designed to advance the vision through a flexible tool that would have meaning for teachers, administrators, staff, parents, and students. (See Appendix F)

The Blueprint for Excellence represents the District's core value of "Kids Come First!" It is the District's compass and strategic tool used by all leaders to make key decisions that affect students and staff. It is based upon three premises – promise to learn, courage to lead, and support to excel. The Blueprint builds upon excellence and addresses the District's passion for teaching and learning. The heart of the Blueprint centers on people, outcomes, and interventions. It establishes a culture that is flexible and encourages the creativity and uniqueness of every member of the learning community

The District celebrates cultural diversity and the Blueprint ensures every student equal access to the educational opportunities that guarantee success. It is Walnut Valley's aspiration to graduate responsible, compassionate, ethical and technologically proficient students who can reach their full potential, while making a positive impact in a global and rapidly changing society.

Curriculum, Instruction, and Assessment

The majority of our schools have received either Blue Ribbon and/or Distinguished School Awards. The district API is 909, and all the schools have an API score above the state target of 800. Eleven of our schools currently scored over 900, which includes 8 elementary and all 3 middle schools.. Our API scores range from 889-954. Regarding the AYP report, WVUSD has met 32 of the 38 components of its AYP criteria. For the 2011-12 school year, the AYP target proficiency levels increased to 78% in English Language Arts and 78.2% in Math. District-wide, 83% of the students have scored proficient or above in English Language Arts, and 84.3% have scored proficient or above in Mathematics. Both high schools continue to perform well on the high school exit exam demonstrating a passage rate of approximately 96% in language arts and 97% in math. The graduation rate for Diamond Bar High was 97.97% and Walnut High 96.94%. In addition, more than 2000 students take over 4600 AP exams each year and over 87% pass with scores of 3, 4 or 5.

To ensure all students succeed, WVUSD has implemented many additional programs to enhance student learning, as well as balancing our students with the challenges of competing and being successful in our global society. Along with both high schools offering AP programs, two of our elementary schools are Primary Years International Baccalaureate Program schools, with one of those being a one-to-one school in 3rd-5th grades. Another elementary school offers a Dual Immersion Mandarin Chinese program in Kindergarten through 3rd grade, building a grade level a year. We have a program with the Cal Poly teaching department at another elementary site, offering a partnership between our teachers and the student teachers, where they are placed in classrooms for the entire year, join the grade level PLC groups, attend staff meetings and have the opportunity for professional development. One of our middle schools offers a Designed Based Learning (DBL) Core program encompassing about 130 students. Both high schools, a middle school and an elementary school are offering a year Project Lead the Way program in engineering, biomed and robotics respectively. One of our high schools offers a Brahma Tech program and another offers an Academy Design Program (ADP). This program emphasizes hands-on activities, real-word problem-solving, interaction, and communication. All schools are implementing the Common Core Standards and instructional shifts in the 2014-2015 school year.

While the WVUSD may be considered a high achieving district, the goal continues to be that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment. With this objective in mind, numerous categorical programs provide eligible students with supplemental services and materials which enhances the core curriculum and enable students to be successful learners within the regular program. The services and materials purchased with categorical funds must be supplemental to the district core program and considered necessary and reasonable. (See Appendix G)

The Title I Targeted Assistance programs in WVUSD provide supplemental funds to close the achievement gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school. Five schools in the District are eligible to receive Title I funds: Cyrus J. Morris, Collegewood, Vejar, and Walnut Elementary, as well as South Pointe Middle School. As Targeted Assistance Schools, Title I services are provided to a select group of students who are identified as failing, or most at risk of failing, to meet the State's content and performance standards. Specifically, Title I funds are used to work with students who scored "Basic, Below Basic, and Far Below Basic" on the California Standards Tests (CSTs), and/or students who are 6 months below grade level on our district benchmarks.

In the area of curriculum and instruction, the intensive language arts intervention programs have enabled the schools to utilize "best practices" with struggling learners and provide them with the scaffolding they need to make consistent and steady growth. Language arts interventions include Reading Recovery, Vejar Extended School Literacy Lab (VESLL), Intensive Reading Programs (VIRP), Reading Mastery, Push-in/Pull out small group tutoring, and EISS push in teachers (at selected sites). Title I funds have also been used to purchase supplemental materials, software, and math manipulatives to support the math curriculum as well as provide before and after school Math Labs. Math Labs are also designed to give students access to math concepts through the use of technology. All four Title 1 schools incorporate a researched based curriculum from UC Irvine called the Mind Institute. It is a music and math program developed to enhance higher level thinking and spatial temporal reasoning skills.

During the 2011-2012 school year, Title I schools averaged a 16 point growth on the API. Moreover, three of our elementary Title I schools and the middle school have an API score above 900. Two of the three elementary schools have become Distinguished Schools in the past 4 years. The AYP data is also very revealing. Although we continue to increase student proficiency levels, with 100% proficiency expected by 2014, we are working to continuing to work with all students to ensure their success. The number of students proficient in English language arts and math are well above the state designated targets for 2011-2012, as mentioned in the first paragraph, but realizing all subgroups must meet these targets.

As of the November 2014, English Learners (ELs) comprise 11.3% of Walnut Valley Unified's student population. Of the 1,657 ELs, 61.44% speak Mandarin, 11.77% speak Spanish, 8.03% speak Korean, , and 10% speak Cantonese. Last year (2011-2012), 24% of ELs were reclassified district-wide. Reclassified students for the year 2012-2013 achieved a minimum score of 350 (or Proficient) on the English Language Arts section of the California Standards Test.

All ELs are placed in an appropriate Structured English Immersion or English Language Mainstream program appropriate to their English proficiency levels. Middle and high school students are placed in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) content classes until reaching the district criteria for reclassification. Bilingual paraprofessionals are available at each site to support teachers and students. Elementary schools have adopted the Houghton Mifflin ELD materials and many have implemented Project GLAD (Guided Language Acquisition Design); middle schools have adopted High Point and use Keystone as supplemental materials; and high schools use a variety of supplemental materials in addition to core texts.

The Gifted and Talented Education (GATE) program sustains over 2000 identified students in grades 4-12. Teachers in the district are trained in differentiated instruction, working with flexible groupings of students, and using Bloom's taxonomy to foster higher-level thinking skills. Teachers in elementary schools use these techniques to reach gifted/high achieving students in all grades. Workshops and inservices are offered each year to help teachers stay abreast of new techniques and to sharpen previously acquired skills. Because Walnut Valley has approximately 13% of its student population identified as GATE, each school has a GATE plan that focuses on the state standards for teaching gifted students.

At the middle school and high school levels, GATE students may take Honors, AP, or IB classes to augment the regular class offerings. Teachers at the secondary level have embraced the Professional Learning Communities (PLC) to focus on collaboration within the schools to help meet the needs of all students. Teachers also are offered opportunities to attend workshops especially for the Advanced Placement and International Baccalaureate classes.

The Special Education program at Walnut Valley currently services about 6.9% of the total student population. Overall, 50% of students enrolled in Special Education are considered learning disabled; 31.6% language delayed; 7.8% other health impaired ; 5% under the autism spectrum disorder; 1.7% emotional disturbance; 1.7% developmentally delayed, and the rest fall under low incidence categories.

Our state report indicates that 56.2% of students receiving special education services scored proficient or above in the English-Language Arts section. The state's benchmark for this year was 78%. Likewise, 57.3 % of students receiving special education services scored proficient or above in the STAR Mathematics testing section. The state's benchmark for this section was 78.2 %. Though our Special Education students did not make the proficiency target set by the state, they did increase in the percent proficient from 2011. In 2012, we were in danger of becoming PI as a district, because of our Special Ed math scores, but with the dedication of staff, programs in place, new math series K-5 and monitoring of student assessments, we made safe harbor in math.

The Special Education program utilizes the State Standards and the regular curriculum to educate students in its program. The standards are presented in a variety of modalities to better meet specific individual's needs. Supplemental curriculum, such as the Language! Program; Touch Math; LIPS; VV; Read Well; Project Read; Step Up To Writing, etc, is also utilized in instructing special needs students. The service delivery model is an eclectic one. Support is provided in full inclusion all the way to special education classes. For severe students, County, SELPA and Non-Public Schools programs are also available.

Walnut Valley Unified School District understands that reaching a child involves more than teaching the academics. As a means to teach the whole child we have implemented character education programs at each of our schools.

At the elementary level, schools have adopted either the Success Attributes by the Frostig Center or the IB Attitudes. The Success Attributes are taught as "Keys to Success." The keys foster positive social skills and self-concept development. Castle Rock and CJ Morris elementary, our two International Baccalaureate Primary Years Program (PYP) schools, incorporate the IB Attitudes into their curriculum. The IB -PYP Attitudes/Learner Profile are a vial focus in the development of good character. All elementary schools have implemented the Positive Behavior Intervention System (PBIS) program.

All three of our middle schools have implemented Character Counts! At its heart, Character Counts! consists of a framework centered on basic values called the Six Pillars of Character which promote teaching, enforcing, advocating and modeling the six pillars of character.

Walnut High School and Diamond Bar High School use a combination of elements to reinforce character development. Walnut High incorporates the Character Counts! pillars. Diamond Bar uses Dr. Michele Borba's Moral Intelligence values. Both schools infuse character education into the curriculum by stressing moral standards that are essential to the development of good, ethical human beings.

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

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

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

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

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

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

The Walnut Valley Unified School District regularly assesses student achievement in meeting statewide content standards. The district has developed a standards-based accountability system which includes on-going communication with teachers, parents, and students based on statewide and district-wide assessments. The district proudly communicates its high scores on statewide assessments to parents and the community. All schools have an API score above the state target of 800, and eight elementary schools and all three middle schools have API scores over 900. On the High School Exit Exam, there is a 96% passage rate in Language Arts and a 97% passage rate in Math. Diamond Bar High School has been ranked #1 in the world in calculus. Both Walnut and Diamond Bar High Schools are consistently in Newsweek's top 100 high schools in America. 80 of our high school seniors received IB Diplomas in the 2013-14 school year. Diamond Bar has received the Grammy Award for its outstanding music program.

The Walnut Valley Unified School District uses a variety of measures to assess student achievement in addition to mandated state measurements. A comprehensive reading benchmark assessment is conducted at grades K-3 using the Rigby Benchmark Program. Students are assessed three times a year to determine progress toward grade level proficiencies. At grades four through eight, student's reading skills are assessed using the Accelerated Reading Inventory. This reading inventory is administered at least three times a year to test the student's entering grade level in reading, ongoing progress, and end of year growth. The inventory also provides a comprehensive parent component as well as a suggested list of appropriate reading materials based on each student's needs. Writing benchmarks have been revised for K-8 students, based on the Common Core standards. Writing assessments have been developed for each grade level, and rubrics have been established as the assessment measurement. The district has also revised math benchmarks for grades K-8 that are administered three times a year at the elementary level and twice a year at the middle school level, based on the Common Core standards. Teachers use the benchmarks to track student progress and student mastery of Common Core Standards. At the end of grade 5 WVUSD administers a math placement exam to students entering middle school to ensure enrollment into the proper math class.

Elementary students who may be at risk for reading failure or who are having difficulty reading are referred to the site's Student Study Team to implement interventions. The team of teachers, administrator and parents review all possible available intervention strategies. The most effective strategies are recommended for the child, and monitoring of the child's progress is kept and reviewed for progress. There are three tiers for intervention

Common Core standards-based report cards have been developed for grades TK-1st. Report cards are completed electronically and measure student achievement on a trimester basis. Writing rubrics and reading benchmark assessments are directly reflected in the report cards.

Three measures are used to assess English Learner student performance. Students need to show growth in one of the following three areas each year to be considered as achieving reasonable progress in English. (1) The California English Language Development Test (CELDT) is administered annually to all ELs. Students are expected to gain one (overall) proficiency level until reaching the level of Advanced or meeting reclassification criteria. (2) The Student Overall Language Observation Matrix (SOLOM) measures growth on the California State ELD Standards. For each year in school, students should attain one level of growth until meeting reclassification criteria. (3) If neither the SOLOM nor CELDT score is available, a Language Arts grade of "C" or better will show reasonable growth. In 2011-2012 the target for Title III AMAO 1 "Making Annual Progress" was set at 56%. Walnut Valley exceeded that goal at 76.1%. (See Appendix H)

Students are identified for Title I services using multiple measures. These include scoring 6 or more months below grade level on district reading benchmarks, and/or math benchmarks, writing benchmarks and end of previous year's grades. Students in grades K-2 are recommended for extra assistance based on district benchmarks, teacher judgment, parent interviews, and developmentally appropriate measures.

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>1) Teachers and administrators receive training on Common Core standards implementation, and textbook training at individual school sites.</p> <p>2) District committees continue to work on units of study, attend professional development opportunities and provide training for teachers on benchmarks, instructional materials and assessments.</p> <p>3) Common Core math series will be piloted K-8. District will work with adopted textbooks to transition to common core until CCSS aligned textbooks are available.</p> <p>4) BTSA training focuses on alignment of instruction to CCSS.</p> <p>5) Common assessments measures stress mastery of standards.</p> <p>6) Teacher recruitment, hiring, and evaluation decisions will include a focus on the understanding and implentation of the CCSS.</p> <p>7) All teachers will be highly qualified in their subject areas.</p>	<p>Timeline: 2012-2017</p> <p>1) Administrative Directors and Directors.</p> <p>2) District Administrators, Site Administrators, TOSAs (Teacher on Special Assignment)</p> <p>3) District Administrators, Site Administrators, TOSAs</p> <p>4) BTSA Director</p> <p>5) District Administrators, Site Administrators, TOSAs</p> <p>6) Human Resources, Principals</p> <p>7) Human Resources</p>	<p>Expenditures for Items 1-7:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials</p>	<p>\$25,000</p>	<p>General Fund Title I Title II EIA/LEP BTSA Title III</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>1) The district will continue to align Language Arts materials with the CCSS</p> <p>2) Teachers regularly examine student work to ensure that students are mastering grade level standards.</p>	<p>Timeline: 2012-2017</p> <p>1) District and Site Administrators, TOSAs</p> <p>2) Teachers, Principals</p>	<p>Expenditures for Items 1-10:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Assessment Tools</p>	<p>\$500,000</p>	<p>General Fund Title I Title II Common Core BTSA Title III Lottery EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3) Local and district assessments such as district and site benchmarks, RESULTS, CELDT, and AR/STAR are used to identify student needs and develop instructional strategies.</p> <p>4) Teacher lesson plans will reflect the content standards being taught.</p> <p>5) BTSA Formative Assessment is based on the California Standards for the Teaching Profession in reading/language arts.</p> <p>6) Local, district and state assessments such as district and site benchmarks, Results, Woodcock Johnson 3, Date Director, AR/STAR are used to identify student needs and instructional strategies.</p> <p>7) On-going teacher designed assessments and observations will guide instruction.</p> <p>3. Extended learning time:</p> <p>1) School sites provide before, during, and after school intervention programs.</p> <p>2) The district provides summer programs for Title 1 students in grades K-8, and English Learners in 2nd-12th that focus on reading and language development.</p> <p>3) Middle and high schools offer additional help in reading instruction for students with reading difficulties.</p> <p>4) The district provides a preschool intervention program for students that have been identified as language delayed.</p> <p>5) Intervention support is provided to students who have failed the CAHSEE.</p> <p>6) Instructional support embedded during the day and one-on-one peer tutoring for students to increase their level of proficiency.</p>	<p>3) District and Site Administrators</p> <p>4) Teachers, Principals</p> <p>5) BTSA Director</p> <p>6) District and Site Administrators, Intervention Counselors, Title I Coordinators, Spec. Ed. Coordinators, Psychologists</p> <p>7) Teachers, Principals</p> <p>Timeline: 2012-2017</p> <p>1) District and site administration, Title I Coordinators, Intervention counselors</p> <p>2) District and site administration, Title I Coordinators, Intervention counselors</p> <p>3) Teacher, Intervention counselors, Title I Coordinator, Site Administrators</p> <p>4) District Administration, Sp Ed Coordinators</p> <p>5) Teachers, Principals</p> <p>6) Teachers, Title I Coordinators, Intervention Counselors, Site Administrators</p>	<p>Expenditures for Items 1-6:</p> <p>Teacher Stipends, Instructional Materials, Training Costs and Materials, Intervention Programs</p>	<p>\$250,000</p> <p>\$70,000</p> <p>\$7,000</p>	<p>General Fund Title I Title II GATE EIA Title III</p> <p>Title 1</p> <p>Title III</p>
<p>4. Increased access to technology:</p>	<p>Timeline: 2012-2017</p>	<p>Expenditures for Items 1-9:</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) A district-wide plan coordinates the purchase and upgrading of computers and makes them available to all students. All sites will have a set standard minimum number of devices for instruction and SBAC testing.</p> <p>2) The sites provide software and training that align to the CCSS</p> <p>3) There is an on-going commitment to allocate time for teachers to utilize computer labs with their classes.</p> <p>4) Students use the internet to facilitate interactive reading, writing activities and research skills</p> <p>5) High Schools use software programs for intervention to assist EL students to pass the high school exit exam (CAHSEE)</p> <p>6) Media Centers at each school site support student access to technology.</p> <p>7) The district provides assistive technology assessment and intervention for students with special needs.</p> <p>8) Technology is used to improve writing skills.</p> <p>9) Reading assessment and comprehension programs are utilized to improve reading skills.</p>	<p>1) District and Site Administrators, Teachers</p> <p>2) District and Site Administrators, TOSAs, Teachers</p> <p>3) Teachers, Principals, Director Technology, Tech Coaches</p> <p>4) Teachers, TOSAs, Director Technology</p> <p>5) Teachers, Asst. Principals, Instructional Dean, Director Technology</p> <p>6) Teachers, Principals, Tech Coaches</p> <p>7) District and Site Administrators, Teachers</p> <p>8) District and Site Administrators, Teachers</p> <p>9) Principals, Teachers</p>	<p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Technology Equipment including</p> <p>Computers, tablets, LCD projection units, document cameras, Networking, SIS system, software, site licenses,</p>	<p>\$850,000</p> <p>\$2000</p>	<p>General Fund Title I Title II EIA Common Core</p> <p>Title III</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) Teachers and administration continue to receive training on CCSS, instructional shifts and implementation.</p> <p>2) Reading tutorial training is provided to paraprofessionals at elementary sites.</p>	<p>Timeline: 2012-2017</p> <p>1) Principals, Title I Coordinator, Teachers</p> <p>2) Principals, Title I Coordinator, Teachers</p>	<p>Expenditures for Items 1-12:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Reading Programs, Conferences</p>	<p>\$550,000</p>	<p>General Fund Title I Title II Common Core EIA BTSA Title III</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3) Staff training for supplemental reading programs.</p> <p>4) District teachers and administrators participate in training for new textbook adoption.</p> <p>5) PLCs are utilized at sites for teacher planning, articulation, and intervention strategies.</p> <p>6) Teachers are sent to workshops and conferences.</p> <p>7) Teachers will take part in vertical and horizontal articulation with emphasis on implementing the CCSS.</p> <p>8) Trained parents utilize the library and media centers to assist students with reading assessments, book selection, library purchases, and research.</p> <p>9) In the high school, teachers offer parent information nights on such topics as student portfolios (reading/writing components), IB parent night (book lists provided), freshman night</p> <p>10) K-12 Back to School Nights are used to provide parents with information about the curriculum and student academic expectations.</p>	<p>3) Site and District Administrators, Teachers</p> <p>4) District and Site Administrators, Teachers</p> <p>5) Teachers, Principals</p> <p>6) Teachers, District and Site Administrators</p> <p>7) District and Site Administrators, Teachers, TOSA</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Each K-8 school maintains a School Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in reading and communicates the results to the entire school community. The School Site Council also contributes input on how to improve the school's language arts program.</p> <p>2) All 3-8 and 11 grade students will take the SBAC in spring 2015. Parent results will be sent within the required timelines.</p> <p>3) K-5 parents are invited to scheduled parent conferences (in the fall) at which teachers discuss the reading program and assessment results. Parent conferences are provided in grades K-12 upon request.</p> <p>4) Teachers regularly send individual progress reports.</p> <p>5) District and school sites provide parent and family education on literacy.</p>	<p>Timeline 2012-2017</p> <p>1) Site Administrators, Teachers</p> <p>2) District and Site Administrators and Support Staff</p> <p>3) Principals, Teachers</p> <p>4) Principals, Teachers</p> <p>5) District and Site Administrators, Teachers, Title I Coordinators</p>	<p>Expenditures for Items 1-10:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Printing and Distribution Costs for Flyers, Pamphlets</p>	<p>\$50,000</p>	<p>General Fund Title I Title II BTSA Title III EIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6) Parents are involved in the WASC process and have input into the action plan.</p> <p>7) The SST (Student Study Team) and IEP (Individual Education Plan) process involve the student's parent(s) in goal planning.</p> <p>8) Trained parents utilize the library and media centers to assist students with reading assessments, book selection, library purchases, and research.</p> <p>9) In the high school, teachers offer parent information nights on such topics as student portfolios (reading/writing components), IB parent night (book lists provided), freshman night.</p>	<p>6) Principals, Asst. Principals, Instructional Deans, Teachers</p> <p>7) Principals, Special Ed. Coordinators, Teachers</p> <p>8) Principals, Library/Media Techs, Parents</p> <p>9) Principals, Asst. Principals, Instructional Deans, GLCs, Staff</p>			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1) Incoming Transitional Kindergarten, Dual Immersion, Kindergarten, 6th grade, and high school freshmen parent orientations are provided with an emphasis on how to help your child in reading and available support programs.</p> <p>2) Reading development courses are provided for all students who have not passed the English/Language Arts portion of the CAHSEE, as well as for students who have been identified at-risk of retention.</p> <p>3) Ninth grade reading classes are provided for entering freshmen with reading skills below grade level.</p> <p>4) Title 1 aides and teachers supplement language arts instruction above and beyond the school day.</p> <p>5) Parent programs are offered to help parents support their children with reading.</p> <p>6) Continue and expand high school/elementary school student mentoring programs to support reading instruction.</p> <p>7) Continue/expand/ establish business and senior citizen partnerships to support reading instruction.</p> <p>8) Provide reading lists for AP and IB high school students with high level materials in the preparation for the coming school year.</p>	<p>Timeline: 2012-2017</p> <p>1) Principals, Teachers</p> <p>2) Principals, Teachers, Asst. Principals, Instruct. Deans, District Administrators</p> <p>3) Principals, Instructional Deans, Teachers</p> <p>4) District and Site Administrators, Teachers</p> <p>5) Principals, District Administrator, Teachers, Title I Coordinators, Intervention Counselors</p> <p>6) Principals, Teachers</p> <p>7) Site Administrators, Teachers</p> <p>8) Site Administrators, Teachers</p>	<p>Expenditures for Items 1-11:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Intervention Programs, Personnel Costs</p>	<p>\$195,000</p>	<p>General Fund Title I Title II EIA Title III</p>
<p>8. Monitoring program effectiveness:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) The district participates in all phases of the state's standards-based assessment system</p> <p>2) Test data, IEP goals, on-going teacher assessments, district reading benchmarks, and 504 plans are used to monitor programs and drive changes in instructional practices.</p> <p>3) Each K-8 site develops a Single Plan for Student Achievement.</p> <p>4) State evaluation of BTSA Induction assists in driving instructional decisions.</p> <p>5) Individual, site-based programs include evaluation components to monitor program effectiveness including data collection/analysis, peer coaching, and on-going planning.</p>	<p>Timeline: 2012-2017</p> <p>1) District and Site Administrators, Teachers</p> <p>2) District and Site Administrators, Teachers, Title I Coordinators, Intervention Counselors</p> <p>3) District and Site Administrators, Teachers, Intervention Counselors, Title I Coordinators</p> <p>4) BTSA Director</p> <p>5) Principals, Deans, Title I Coordinators, District Administrators</p>	<p>Expenditures for Items 1-5:</p> <p>Teacher Stipends, Consultants and Materials</p>	<p>\$25,000</p>	<p>General Fund Title I BTSA Title III</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) A variety of reading intervention programs provide support to the lowest-performing students.</p> <p>3) Parent and family education opportunities on literacy are provided by school sites and district.</p> <p>4) Title I intervention programs, and site language arts intervention programs support at-risk students</p> <p>5) After-school summer school intervention programs and special education programs are provided for elementary, middle and high school students</p> <p>6) Students in Grades 10-12 who have not passed the English Language Arts section of the CAHSEE, or at risk of not graduating are provided with additional tutorial classes.</p>	<p>Timeline: 2012-2017</p> <p>1) District and Site Administrators, Teachers</p> <p>3) District and Site Administrators, Teachers</p> <p>4) District and Site Administrators, Teachers, Title I Coordinators</p> <p>5) and 6) District and Site Administrators, Teachers</p> <p>7) Site Administrators and Teachers</p>	<p>Expenditures for Items 1-11:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Intervention Programs, Printing and</p> <p>Distribution Costs of Flyers and Pamphlets</p>	<p>\$90,000</p>	<p>General Fund Title I Title II EIA Title III</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7) Senior citizen and high school reading mentors are available for struggling readers.</p> <p>8) All classroom teachers provide differentiated language arts instruction including targeted services for ELs.</p> <p>9) Adult education programs are offered at the high schools for credit recovery.</p> <p>10) Early interventions are provided for at-risk pre-school students.</p> <p>11) Intervention services are provided for students at non –Title I schools.</p>	<p>8) District and Site Administrators, Teachers</p> <p>9) District and Site Administrators, Teachers</p> <p>10) District and Site Administrators, Teachers</p> <p>11) District and Site Administrators, Teachers</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>1) Continue/expand the International Baccalaureate (IB) Program (K-12).</p> <p>2) Special Education provides summer school opportunities for students with special needs.</p> <p>3) District-wide, classroom teachers teach reading in the content areas.</p> <p>4) Reading support is provided for English Learners before and after school and during the summer.</p>	<p>Timeline: 2012-2017</p> <p>1-4) District and Site Administrators, IB Coordinator, Teachers</p>	<p>Expenditures for Items 1-4:</p> <p>Teacher Stipends, Instructional Materials, Training Costs including Materials, Intervention Programs</p>	<p>\$200,000</p>	<p>General Fund Title I Title II EIA Title III</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3) The District will purchase math resources to enhance math instruction.</p> <p>4) Teachers will be trained in the use of appropriate and relevant instructional strategies, ie: 21st Century learning, differentiated instruction; and learning materials.</p> <p>5) The District will provide time for inter/intra grade level articulation for math curriculum planning and strategy development.</p> <p>6) The District will continue to purchase supplemental materials that support the current textbook.</p>		Trainer cost, teacher compensation, materials	<p>\$40,000</p> <p>\$6,000</p> <p>\$10,000</p> <p>\$30,000</p>	<p>Common Core Instructional Materials</p> <p>Common Core Title II</p> <p>Common Core</p> <p>Common Core General Fund</p>
<p>3. Extended learning time: Walnut Valley extends learning time through a variety of strategies that engage students in thinking about and doing mathematics. Extended learning time will continue to be offered to students through the following activities.</p> <p>1) High school summer school programs offer opportunities for students to re-take classes and/or advance in math. The special education department offers a math concepts course for incoming freshmen and above. A Bridge program is offered to identified students for support in mathematics.</p> <p>2) Before and/or after school math programs are available to identified learners at the elementary, middle schools and high schools</p> <p>3) During the summer, intensive math classes , taught by teachers with math expertise, offer remediation and acceleration for the appropriate student clientele</p> <ul style="list-style-type: none"> • K-5: Title I, At-Risk, and Foundation programs • 6-8: At-Risk, Math Concepts, Math Enrichment <p>4) A summer and/or after school program is offered at the high schools for EL students who are at risk of not passing the CAHSEE.</p>	<p>2012-2017</p> <p>Summer School Coordinator, Pupil Services Program Specialist, Teachers</p> <p>Summer School Coordinator, Teachers</p> <p>Summer School Coordinator, Instructional Deans, Grade Level Coordinator, Teachers</p>	<p>Personnel, instructional materials</p> <p>Personnel, instructional materials</p>	<p>\$100,000</p> <p>\$50,000</p> <p>\$15,000</p>	<p>Title I Title III LCFF Supplemental General Fund</p> <p>Intervention Hourly Programs, Title I Title III EIA General Fund</p> <p>Title I</p> <p>Title III</p>
<p>4. Increased access to technology:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Walnut Valley offers opportunities to increase student access to technology. Technology enables students to develop the 21st Century technology skills, knowledge, and insight necessary to meet the rigorous CCSS for math and to make a successful transition to the world beyond school. Walnut Valley will continue to provide access through the following activities.</p> <p>1) Staff training will continue to be offered to teachers and principals on effectively using technology in mathematics</p> <p>2) The District will purchase:</p> <ul style="list-style-type: none"> • Research-based, standards- based software to improve student achievement • Necessary hardware to support the use of technology <p>3) Students and teachers will have access to computer labs before, during and after the school day</p>	<p>2012-2017 Teachers, BTSA, Director-Technology</p> <p>2012-2017 Technology Director, Technology Coaches, Teachers</p> <p>Teachers, Principals</p> <p>Assistant Superintendents Director- Technology</p>	<p>Multimedia devices (Chromebooks, Lenovos, tablets), software, projection devices, personal computing devices, personnel, training costs</p> <p>Personnel, software, hardware, training costs, assisted technology</p> <p>Personnel, equipment, software, service contracts</p>	<p>\$450,000</p> <p>\$250,000</p> <p>\$15,000</p>	<p>Common Core Title I General Fund District-wide IDEA</p> <p>Common Core</p> <p>General Funds</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Walnut Valley provides teachers with professional development that enhances their math proficiency by providing pedagogical tools that ensure all students meet or exceed proficiency levels. Staff development is long term, planned, and supported by the administration. Staff development opportunities will continue to be offered through the activities listed below.</p> <p>1) The District curriculum team continues to develop and upgrade pacing guides aligned with the current math text and piloting new math textbooks K-8</p> <p>2) Teachers continue to be trained on the domains of the CCSS.</p> <p>3) After school workshops at district level and sites are offered to teachers.</p> <p>4) Teachers and administrators attend CMC</p> <p>5) Math liaison meetings as well as articulation meetings between elementary and middle schools occur each quarter .</p> <p>6) Teachers attend conferences on CCSS</p>	<p>2012-2017 District Math Committee Teachers, Director of Curriculum and Instruction</p> <p>BTSA, Teachers, Outside specialists</p> <p>Teachers, BTSA, Principals</p> <p>Teachers, administrators TOSA, teachers</p> <p>Teachers</p>	<p>Personnel, training costs, materials</p> <p>Personnel, training costs, materials</p> <p>Personnel, training costs, materials</p> <p>Personnel, training costs, materials</p> <p>Training costs</p> <p>Training costs, materials</p> <p>Conference, subs</p> <p>Conferences, subs</p>	<p>\$3,000</p> <p>\$20,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$10,000</p> <p>\$6,000</p> <p>\$10,000</p>	<p>Title II Common Core General Fund</p> <p>Common Core</p> <p>Common Core Technology</p> <p>Common Core</p> <p>Common Core</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Walnut Valley believes that mathematics education is a partnership between schools, business, and community. Parents, community members along with business and industry can all make significant contributions, including the following:</p> <p>1) Family math/technology nights will continue to be offered at Title 1 schools in the district.</p> <p>2) District newsletters and workshops will continue to disseminate information on the interpretation of student assessment results.</p> <p>3) Site-based activities such as , Math Field Day and MATHCOUNTS will continue to offer math activities and involve parent volunteers, as funding allows.</p> <p>4) Community and business partnerships will involve students in real-world math.</p> <p>5) Each K-8 school will continue to maintain a School Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in mathematics and communicates the results to the entire school community. The School Site Council also contributes input on how to improve the school's mathematics program.</p> <p>6) The district sends each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>7) Teachers regularly send individual progress reports. Parents can access student progress using the Parent Portal.</p>	<p>2012-2017 Teachers, principals</p> <p>2012-2017</p> <p>2012-2017 GATE Specialist, Parents, Teachers, Principals, ELS</p> <p>2012-2017 Principals, Parent liaisons, Community agencies</p> <p>2012-2017 Principals, Parents, Teachers</p> <p>2012-2017 Principals, Director- Assessment</p> <p>2012-2017 Principals, Teachers</p>	<p>Personnel, facilities, printing costs, materials</p> <p>Personnel, printing costs, materials</p> <p>Personnel, facilities, printing costs, materials</p> <p>Personnel, facilities, printing costs, materials</p> <p>Postage</p> <p>Printing, postage</p>	<p>\$4,000</p> <p>\$3,000</p> <p>\$1,000</p> <p>No cost</p> <p>No cost</p> <p>\$5,000</p> <p>\$5,000</p>	<p>Title II Common Core Title 1</p> <p>Business Partnership Donations, General Fund</p> <p>General Fund</p> <p>Business Partnership Donations, General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Walnut Valley provides programs and auxiliary services that meet the instructional needs of students across grade levels. Instruction is scaffolded with vertical and horizontal articulation that supports successful transition between grades.</p> <p>1) Summer transition programs are offered at Pre-K - K, 5-6 and 8-9</p> <p>2) Math workshops will be provided for parents on CCSS and strategies at school sites.</p> <p>3) Parents will have the opportunity to see Common Core and instructional shifts in the classrooms at different levels.</p> <p>4) Cross-age tutoring programs are available at the elementary and middle school levels.</p>	<p>2012-2017 Teachers, principals, Intervention Specialist</p> <p>2012-2017 Teachers, Principals, BTSA, Community liaisons</p> <p>2012-2017 Teachers, Principals, Community liaisons</p> <p>2012-2017 Teachers, Principals, Students</p>	<p>Personnel, facilities, training costs, materials</p> <p>Personnel, facilities, training costs, materials, printing costs</p> <p>Personnel</p> <p>Personnel</p>	<p>\$40,000</p> <p>\$5,000</p> <p>\$3,000</p> <p>\$5,000</p>	<p>Title II General Fund</p> <p>General Fund</p> <p>Common Core</p> <p>General Fund</p>
<p>8. Monitoring program effectiveness: Walnut Valley measures program effectiveness through various assessment measures that are reliable and focused. The results are used to determine program priorities and to modify mathematics instruction and curriculum that ensure student achievement and success. The effectiveness of the mathematics program is monitored through the following activities.</p> <p>1) Principals will receive training/staff development on the CCSS classrooms and provide the instructional leadership necessary to improve teaching and learning.</p> <p>2) The district participates in all phases of the state's assessment system, the SBAC.</p> <p>3) Test data, IEP goals, on-going teacher assessments and 504 plans are used to monitor programs and drive changes in instructional practices.</p>	<p>2012-2017 Principals, Assistant Superintendents</p> <p>2012-2017 Principals, Assistant Superintendents, Math Committee</p> <p>2012-2017 Principals, teachers, Assistant Superintendents</p>	<p>Personnel, training costs, materials</p> <p>None</p> <p>Training</p>	<p>\$20,000</p> <p>No additional costs</p> <p>\$10,000</p>	<p>Title I, Title II, Common Core General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4) Each site develops a Single Plan for Student Achievement which is monitored by the Director of Curriculum, Principal, teachers and the School Site Council	2012-2017 Principals, teachers, parents	None		
<p>9. Targeting services and programs to lowest-performing student groups: Walnut Valley targets services and programs to the lowest performing student groups and provides instructional opportunities that specifically address improving learning through a variety of strategies and activities.</p> <p>1) Classes are offered at the high school to students who are at risk of not passing the CAHSEE or fulfilling the Algebra 1 graduation requirement</p> <p>2) High school tutoring to support Algebra requirements for graduation</p> <p>3) Intervention programs are provided for EL students, including those with special needs, who haven't passed the mathematics section of the CAHSEE.</p> <p>4) Researched based, standards based intervention programs will be implemented at elementary, middle and high school to enable students to meet proficiency levels in mathematics.</p> <p>5) At the Title 1 middle school, low-performing students will be enrolled in two math classes-one remedial and one at grade-level or an at-risk program.</p>	<p>2012-2017 Special Ed Teachers, Principals, GLC's, PLC's</p> <p>2012-2017 Instructional Deans, Intervention teachers, Math Committee</p> <p>2012-2017 Instructional Deans, Intervention teachers, Assistant Superintendents</p> <p>2012-2017 Intervention teachers, Assistant Superintendents Principals</p>	<p>Personnel, materials</p> <p>Personnel, materials</p> <p>Personnel, materials</p> <p>Personnel, materials</p> <p>Personnel, materials</p>	<p>\$6,000</p> <p>\$25,000</p> <p>\$5,000</p> <p>\$30,000</p> <p>\$50,000</p>	<p>General Fund IDEA</p> <p>General Fund</p> <p>Title III</p> <p>General Fund</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6) Workshops will be provided for teachers to enhance achievement of low-performing students.</p> <p>7) Special Education Teachers/Aides will co-teach or assist regular education math teachers to enable special education students to be successful.</p> <p>8) Elementary school students are placed in flexible groupings for math instruction to enrich instruction.</p>	<p>2012-2017 Instructional Deans, Intervention teachers,, Assistant Superintendents</p> <p>Teachers</p>	<p>Personnel, materials</p> <p>Personnel, materials, training costs</p>	<p>\$50,000</p>	<p>Common Core Title 1</p> <p>General Fund</p> <p>General Fund</p>
<p>10. Any additional services tied to student academic needs: Additional services that will continue to support Walnut Valley in providing an effective mathematics program are listed below.</p> <p>1) Early intervention programs will be developed and implemented.</p>	<p>2012-2017 Leadership Cadre, Teachers, Assistant Superintendents</p> <p>2012-2017 Principals, Teachers, Intervention teachers</p>	<p>Personnel</p> <p>Personnel, materials</p>	<p>\$50,000</p> <p>\$20,000</p>	<p>General Fund</p> <p>Title I Title III General Fund</p>

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>a. Walnut Valley Unified School District provides three instructional programs:</p> <ul style="list-style-type: none"> • Mainstream English – English Learners receive language and content knowledge and are placed with teachers certified to service English Learners • Structured English Immersion-English Learners receive ELD and content instruction through English with up to 40% primary language support • Alternative program should a sufficient number of parents request a waiver • Dual Immersion (As of 2014-2015, grade levels offered in this program includes Kindergarten, 1st, 2nd and 3rd grades. Expanding to 4th grade I 2015-2016.) <p>b. The Master Plan for English Learners describes various accountability measures for English Learners. They include:</p> <ul style="list-style-type: none"> • CELDT • SOLOMs • CST/CMA (2013-2014)Grades, progress reports, district benchmarks, IEPs, and 504 plans <p>Additionally, funds from Title III will support student achievement through the following activities and support providers:</p> <ul style="list-style-type: none"> • Primary language support – Aides and SEI center • Before/after school tutoring • Summer school • Intervention programs • Staff development programs <p>c. WVUSD will meet annual measurable objectives, show how students will make reasonable progress, and annually measure English proficiency as described in the Master Plan for English Learners. (See Appendix H)</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d. WVUSD will promote parental and community participation by:</p> <ol style="list-style-type: none"> 1. DELAC/ELAC committees 2. Other parent groups (Community Club, Parent Partners, CAPA, etc.) 3. College Night 4. Parenting Workshops (e.g. Grade level, Homework, Science, Math, Literacy, etc...) 5. Culture Fair
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Walnut Valley Unified will provide high quality language instruction based on scientifically based research. This will be accomplished through:</p> <ul style="list-style-type: none"> • Adopted Texts-ELD Standards based and State adopted: High Point (Middle School), Into English (Elementary), Selected core material (High School) • ELD/SDAIE methodologies utilized at all levels by highly qualified trained teachers. • SDAIE instruction in core curriculum. • The placement of ELs with trained, certified teachers TK-12 • Time allotments for ELD of 30-45 minutes a day of English instruction. Middle and High school students receive 1-2 periods a day. • Program effectiveness will be determined through a combination of longitudinal data including CELDT, CST, SOLOM, Progress reports, and district benchmarks. • Providing supplemental materials: Keys to Learning and Keystone • Project GLAD (Guided Language Acquisition Design) training for teachers at the elementary and middle school level. • Secondary content teachers trained in SIOP method of instruction
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

a. designed to improve the instruction and assessment of LEP children;

- Walnut Valley Unified will continue to provide high quality staff development which will include:
- Staff Development Opportunities
 - Professional organization conferences such as CATESOL, TESOL, CABE, ACTFL
 - Selected workshops by field experts (e.g. Kate Kinsella, Joe Guzman, Helena Hodges, Nancy Fetzer, Janice Pilgreen, Stephen Krashen, etc...)
 - New ELD/ELA standards training
 - State Conferences (e.g. CDE Accountability Conference, etc...)
 - County training (e.g. Common Core State Standards, new ELD Standards, etc...)
 - Differentiated instruction workshops
 - Bilingual Aide District training (e.g. CELDT, etc...)
 - Grade level/subject area articulation days
 - Into English and High Point training
 - Keys to Learning and Keystone training
 - ELD Liaison meetings
 - Content specific training
 - Text book adoption ELD strand specific training
 - Articulation for development of program effectiveness and exit criteria
 - BTSA Induction Standard 19
 - Project GLAD (Tier I, II, and III)
 - Articulation between Special Education and English Learner Programs
 - Technology Training
 - Thinking Maps Training
 - CALL (Content Area Language and Literacy) Training
 - CUE Conference
 - ELD Articulation Meetings

b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;

d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

4. Upgrade program objectives and effective instruction strategies.

Check if Yes: X

If yes, describe:

Walnut Valley USD will upgrade program objectives and effective instructional strategies by:

- Responding to WASC and CPM recommendations
- Using newly adopted standards-based content and ELD texts which require constant monitoring, adjusting and training.
- Annually evaluating and disseminating district data on multiple measures which will drive program updates.
- Implementing the district catch-up plan requiring ongoing program evaluation including program evaluation/assessment/implementation of non-graduates at the high school level.
- Focusing on the needs of Long Term English Learners and revising the district catch-up plan to reflect the changing demographics of the English learner.
- Providing training on the Common Core State Standards and the new ELD Standards and develop an implementation plan.

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe: Interventions and support are available TK-12 for English Learners. Examples of programs offered are:</p> <ul style="list-style-type: none"> • Before and after school tutoring for individuals and small groups • State mandated interventions for standardized testing (e.g. CAHSEE) • Student Study Team • Summer school • Technology – Digital learning • Support for students in Adult Ed • Computer Lab
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The following programs coordinate services to provide additional support for ELs:</p> <ul style="list-style-type: none"> • Special Education • GATE • Title I • Title II • Title III • Title III Immigrant • LCFF Supplemental Funds • Interventions

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

7. Improve the English proficiency and academic achievement of LEP children.

Check if Yes:

X

If yes, describe:

Walnut Valley Unified will provide high quality language instruction based on scientifically based research. This will be accomplished through:

- Adopted Texts-ELD Standards based and State adopted: High Point (Middle School), Into English (Elementary), Selected core material (High School)
- Supplemental materials which may include teacher made materials using Project GLAD and other scientifically research based strategies.
- Continue with implementation of Project GLAD
- ELD/SDAIE methodologies utilized at all levels by highly qualified trained teachers.
- The placement of ELs with trained, certified teachers TK-12
- Time allotments for ELD of 30-45 minutes a day of English instruction. Middle and High school students receive 1-2 periods a day.
- Program effectiveness will be determined through a combination of longitudinal data including CELDT, CST, SOLOM, Progress reports, and district benchmarks.

Walnut Valley Unified will continue to provide excellent staff development which will include:

- Professional organization conferences (CATESOL, TESOL, CABE)
- Selected workshops by field experts (e.g. Kate Kinsella, Joe Guzman, Helena Hodges, Janice Pilgreen, etc...)
- ELD Standards training

Differentiated instruction workshops

- Bilingual Aide District training
- Into English and High Point training
- ELD Liaison meetings
- Content specific and technology training
- Text book adoption ELD strand specific training
- Articulation for development of program effectiveness and exit criteria
- BTSA
- Project GLAD

Imagine Learning

Dyned

- CALL (Content Area Language and Literacy)
- Common Core State Standards training
- Technology Training
- Special Education/ELD Articulation
- ELD/SDAIE workshops and after-school specials

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 -
- To improve English language skills of LEP children; and
 - To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Check if Yes:
X

If yes, describe:
The Walnut Valley Unified School District has established many ways to provide parent education/involvement programs

- ELAC/DELAC
- Asian American Christian Counseling Center
- Asian Pacific Family Counseling
- Literacy Night and Parent workshops
- Homework Without Tears
- School newsletters - Teacher written column re: learning strategies in parent letter
- Community Clubs
- Parenting skills workshop
- Oral and written translation services for parent conferences and meetings
- Parent volunteers for school activities
- Variety/talent shows
- Parent orientations
- Cross Age tutors
- Senior readers
- STAR Deputy Program
- Parent Conferences
- Family Curriculum Nights
- Multicultural Fairs
- Student generated technology projects
- Parent University
- Latino parent literacy program
- College Nights
- Summer School Workshop

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

9. Improve the instruction of LEP children by providing for -
- The acquisition or development of educational technology or instructional materials
 - Access to, and participation in, electronic networks for materials, training, and communication; and
 - Incorporation of the above resources into curricula and programs.

Check if Yes:
X

If yes, describe:
Reference The District Technology Master Plan

- Read Naturally
- Data Director
- Blackboard
- Responders
- Document Camera
- LCD Projector
- Interactive boards
- Netbook
- Mobile tablets (e.g. iPAD)
- Nettekter
- Brainpop, Brainpop Jr. and Brainpop ESL
- Student generated technology projects
- Accelerated Reader
- Microsoft Office (Word, PowerPoint)
- Fiber optic systems
- Multimedia teaching stations
- Internet access (online tutorials, research, supplemental materials, etc.)
- United Streaming (internet membership-standards based video library)
- Multi-media labs
- Printers
- Multi-media print technology/e-communications support/materials and accessories.

10. Other activities consistent with Title III.

Check if Yes:
X

If yes, describe:

- ELD Liaisons
- District Assessment Center - Assessment technicians
- Interpretation services
- Tutoring
- Supplemental materials
- Staff Development
- Intervention and enrichment programs

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>Parent Notification: (Reference: Master Plan for English Learners) Communication between parents and school can dramatically impact student success. WVUSD provides a variety of opportunities to assist parents in making informed decisions regarding their child’s education.</p> <p>The notification to parents of subsections a-h in this section is accomplished through a district letter to parents sent no later than 30 days after the beginning of the school year.</p> <p>Additional information may be provided as appropriate and necessary by:</p> <ul style="list-style-type: none"> • Parent conferences with district or school site staff • ELAC/DELAC • Back to School Night/Open House • School registration process • School/District Web sites • School Site Councils/Coordinating Council • Special Education Department and IEP teams • Student Study Team • Connect Ed
<p>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</p>	
<p>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;</p>	
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	
<p>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;</p>	
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	
<p>h. information pertaining to parental rights that includes written guidance detailing -</p>	

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Annual parent notifications are mailed to parents no later than 30 days after the beginning of the school year.</p>
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

If we fail to make our annual measurable achievement objectives, we will notify all EL parents, in writing, no later than 30 days after such failure occurs. Notification will be provided in a second language when 15% of the students speak a language other than English.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • ELAC/DELAC • Asian American Christian Counseling Center • Asian Pacific Family Counseling • Literacy Night and Parent workshops • Homework Without Tears • School newsletters - Teacher written column re: learning strategies in parent letter • Community Clubs • Parenting skills workshop • Oral and written translation services for parent conferences and meetings • Parent volunteers for school activities • Variety/talent shows • Parent orientations • Cross Age tutors • Senior readers • Parent Conferences • Family Curriculum Nights • Multicultural Fairs • Student generated technology projects • Parent University • Latino parent literacy program • College Nights • Summer School Workshop

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:

Check if Yes:

X

If yes, describe:

- Professional organization conferences such as CATESOL, TESOL, CABE, ACTFL
- Selected workshops by field experts (e.g. Kate Kinsella, Joe Guzman, Helena Hodges, Nancy Fetzer, Janice Pilgreen, Stephen Krashen, etc...)
- New CCSS ELD Standards training (SBE adopted November 7, 2012)
- State Conferences (e.g. CDE Accountability Conference, etc...)
- County training (e.g. Common Core State Standards, new ELD Standards, etc...)
- Differentiated instruction workshops
- Bilingual Aide District training (e.g. CELDT, Bridge to Success etc...)
- Grade level/subject area articulation days
- Into English and High Point training
- Keys to Learning and Keystone training
- ELD Liaison meetings
- Content specific training
- Text book adoption ELD strand specific training
- Articulation for development of program effectiveness and exit criteria
 - BTSA Induction Standard 19
 - Project GLAD (Tier I, II, and III)
 - Articulation between Special Education and English Learner Programs
 - Technology Training
 - Thinking Maps Training
 - CALL (Content Area Language and Literacy) Training
 - CUE Conference
 - ELD Articulation Meetings

3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

Check if Yes:

X

If yes, describe:

- Primary language support – Aides and SEI centers
- Before/after school tutoring
- Summer school
- Intervention programs such as Imagine Learning and Dyned
- Staff development programs

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Reference The District Technology Master Plan Read Naturally Data Director Blackboard Imagine Learning Odysseyware Responders Document Cameras LCD Projectors Interactive boards Netbooks Mobile tablets (e.g. iPad) Brainpop, Brainpop Jr. and Brainpop ESL Student generated technology projects Accelerated Reader Microsoft Office (Word, PowerPoint) Fiber optic systems Multimedia teaching stations Internet access (online tutorials, research, supplemental materials, etc.) United Streaming (internet membership-standards based video library) Multi-media labs Printers Multi-media print technology/e-communications support/materials and accessories.</p>
<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: *Additional instructional supplies for the Structured English Immersion (SEI) center, which primarily enrolls new immigrant students. *Cost of bus transportation: Students are provided free bus transportation to the SEI Center from their resident school.</p>
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Check if Yes: X</p> <p>If yes, describe: ELAC/DELAC</p>
<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Asian American Christian Counseling Center Asian Pacific Family Counseling</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
<p>In the Walnut Valley Unified School District, a “highly qualified” teacher must be licensed by the state, hold a bachelor’s degree, and demonstrate subject matter competency. These qualifications are addressed through articulated and aligned professional development and BTSA Induction programs. As a result:</p> <p>100% teachers at all Walnut V schools meet the federal and state definition of “highly qualified.”</p> <p>99% of all teachers have an authorization to teach English Learners.</p> <p>100% of elementary, middle, and high school teachers have advanced degrees or certification in the subjects/grades they teach.</p>	<p>Student achievement data indicate the need for teacher training in differentiating instruction, inclusion of special needs students in the regular classroom, and teaching students to meet or exceed grade-level standards.</p> <p>In order to meet the demands of recruiting, licensing, and retaining “highly qualified” teachers, the following needs to occur:</p> <p>Maintain the “highly qualified” professional development and BTSA Induction programs to ensure the newest teachers in both General Education and Special Education receive support.</p> <p>Develop administrator professional development to enable them to better support teachers.</p>

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The WVUSD uses the following professional development activities aligned with and tied to standards:</p> <p>1) LACOE & OCOE assist with implementation and training of K-12 Common Core State Standards and instructional shifts</p> <p>2) Professional development is standards-based and part of the WVUSD Professional Development Plan.</p> <p>3) The BTSA Induction Program includes Formative Assessment for California Teachers (FACT) training aligned with the State Learning-To-Teach Continuum, the California Standards for the Teaching and Induction Standards and the Student Content Standards and Frameworks.</p> <p>4) The BTSA Induction Program conducts needs assessments from newly credentialed teachers regularly via btsasupport.com.</p> <p>5) Staff Development and PLC Days are based on the needs of staff as well as the analysis of student achievement data.</p> <p>6) District Professional Development (seminars, after-school trainings, conferences, on-site trainings, district-wide articulations at cross and grade level.) focus on student achievement and Common Core Standards</p> <p>7) Professional development activities are included in SPSA plans and are based on assessment and student achievement data.</p> <p>8) After teachers attend conferences, information and implementation strategies are shared with fellow teachers; therefore, teacher leaders become professional developers.</p> <p>9) Collaboration through Professional Learning Communities facilitated by late start days, early out days, and teacher release days is ongoing and intentional. Collaboration at professional development meetings is carried through to staff and grade levels.</p>	<p>1) Director and Staff Dev. personnel</p> <p>2) Staff Dev. personnel</p> <p>3) BTSA/Induction Coordinator</p> <p>4) BTSA/Induction Coordinator</p> <p>5) Staff Dev. personnel, Site Leadership</p> <p>7) Staff Dev. personnel, Site Adm., Site Leadership</p> <p>8) Teachers</p> <p>9/10) Site Adm., Teachers</p>			<p>Title I, Title II, BTSA, Common Core, General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10) Achievement Trends are researched and scientific data is used to identify student progress.	11) Liaisons, Directors and Staff Development Personnel			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Walnut Valley developed an Ad Hoc Committee (for revising the LEA Plan) and the Educators' Network to review scientifically-based research to assist teachers and site administrators in helping all students achieve academically as well as socially. As a result, the following occurs:</p> <p>1) Professional Development is continuous and ongoing with emphasis on PLC, Common Core Standards, English Learners, and Special Needs Students.</p> <p>2) BTSA Induction provides ongoing mentoring and coaching support and training for identified Support Providers to work with newly credentialed teachers.</p> <p>3) Cal Poly Pomona has a Professional Development School at Collegewood. Cal State University, Fullerton offers on-site Master's programs in WV. Teachers may earn CSUF or Whittier College units for participating in BTSA Induction. IHE/BTSA Induction collaboratives are attended by the BTSA Coordinator</p> <p>4) The BTSA program provides support for new teachers to observe demonstrations of "best practices" for specific target groups.</p> <p>5) Common Core training in Principal's meetings prepare site administrators to be instructional leaders in standards-based instruction</p> <p>6) The BTSA Induction program reflects a comprehensive system of formative program development and evaluation that addresses all content standards. The WV Consortium provides meaningful opportunities for practitioners to plan, teach, reflect, and apply.</p> <p>7) Each site focuses on research-based instructional practices and formative assessments with emphases on numerically significant subgroups in academic content areas</p>	<p>1) Ed. Services Leadership Team, Site Administrators, Teachers</p> <p>2) BTSA Director, trainers, Support Providers</p> <p>3) IHEs (ULV, Cal Poly Pomona, CSUF, Whittier College) Ed. Services Leadership Team, BTSA Director, Site Administrators, Teachers</p> <p>4) Staff Dev. personnel</p> <p>5) Asst. Superintendents, Staff Dev. personnel, Site Adm.</p> <p>6) BTSA/Induction Coordinator</p> <p>7) Site Administrators, Asst. Superintendents, Staff Dev. personnel</p>			Title I, Title II, Common Core, BTSA, General Fund
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:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>WVUSD used both internal and external resources for thorough analysis of disaggregated data and ongoing assessment of student performance at all K-12 schools. The results identify specific learners in low-performing groups and target specific students and specific populations. Scientifically research-based trainings, curriculum and materials include:</p> <p>1) Teachers use testing and benchmark data through Data Director to provide objective data and identify strategic and intensive learners needing remediation.</p> <p>2) Professional Development activities and interventions are supported at the site by the following personnel: Student Staff Resource Advisor (SSRA) at middle schools; Instructional Deans and Guidance Learning Coordinator (GLCs) at high schools; Site Administrators; and highly qualified classroom teachers.</p> <p>3) Collaboration with SDE, Los Angeles County Office of Education (LACOE), Orange County Office of Education (OCOE), BTSA State and Consortium related trainings on eliminating achievement gaps within sub-groups, including GLAD training.</p>	<p>1) Ed. Services Leadership Team (Asst. Supts., Staff Dev. personnel, Coordinator of Special Education, BTSA Director, Coordinator of Special Programs and Assessment, ELD Program Specialist, Special Programs Educator); Site Administrators</p> <p>2) SSRA, SPA, GLC, ELS, Site Administrators, Teachers</p> <p>3) Ed. Services Leadership Team, LACOE, OCOE, BTSA State Leadership, BTSA Induction Coordinator</p>	<p>GLAD trainers</p>		<p>Title I, Title II, BTSA, General Fund</p> <p>Title III</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>During the writing of the LEA Plan, the Ad Hoc Committee represents BTSA, Title I teachers and general ed teachers and site administrators, ELL liaisons; Special Ed. coordinators and teachers; GATE, paraprofessionals, and Ed. Services administrators. Common goals are articulated and identified.</p> <p>1) The Education Services Leadership coordinates professional development at regular meetings. The activities will focus on Common Core State Standards, effective instructional strategies, English Learners, GATE, and special needs populations.</p> <p>2) Designate ways to work with identified student families, specifically Title I, ELL, and special needs students.</p> <p>3) Provide district-wide training on the use of data to improve classroom practice and student learning.</p>	<p>1) Ed. Services leadership</p> <p>2) 2) Title I teachers from each site, ELD liaison</p> <p>3) Site Administrator, Staff Development Personnel, Tech personnel</p>			<p>Title 1, ELL, Spec. Ed., Title III, Title II, BTSA</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4) Provide district-wide research based training and follow-up implementation time to address the needs of students with different learning styles and students with disabilities, special needs, GATE, and ELL.</p> <p>5) Develop a yearly Professional Development Calendar to coordinate activities and distribute to staff.</p> <p>6) Build requirements of pre-service, teacher preparation, induction, ongoing professional growth, and teacher leadership into professional development programs. Lines of communication provide multiple opportunities to maximize resources among IHEs, districts, and county offices of education.</p>	<p>4) Sp. Ed. Coordinator, Special Program Educator, and ELD Specialist</p> <p>5) Ed. Services personnel</p> <p>6) Human Resources personnel, Staff Dev. personnel, BTSA Director, Ed. Services leadership, IHEs, LACOE, OCOE</p>			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

ongoing development. Strong site administrator professional development is also emphasized. Practices are grounded in scientifically-based research emphasizing teacher subject matter knowledge, classroom management and practices, and teacher and administrator leadership and effectiveness, enabling beginning and experienced educators to become “highly qualified” through participation in the following activities:

1) For teachers:

a. Conduct annual needs assessments to assist the Ed. Services leadership in designing and implementing professional development. Sites conduct formal and informal needs assessments. In addition, BTSA Induction conducts regular needs assessments of participating teachers and their support providers to evaluate program effectiveness. Sites conduct formal and informal needs assessments.

b. Professional development activities focus on increasing teacher knowledge through intensive trainings including: Common Core Standards, AP; IB; PLC; BTSA Induction; classroom observations and visitations;. Early out and late start days enhance site professional development through the PLC model as well as funded-release time for planning and implementation.

c. Teacher and principal professional development activities are aligned with content standards, assessment outcomes, the California Standards for the Teaching Profession (CSTP), The Common and State Program Standards and the Walnut Valley BTSA Consortium Narrative. Teachers attend Title II funded conferences and trainings related to areas of need at their sites and share the information at site or team meetings.

d. Clear articulation of the Professional Development Calendar.

e. Preliminary credentialed teachers meet the qualifications for a professional clear credential through the BTSA Induction Program, grounded in the CSTP and California Student Content Standards.

f. Math, social studies, science, and language arts cadres and site administrators participate in textbook selection and professional development of teachers using adopted standards-based materials.

g. Quarterly K-12 benchmark assessments assess student progress and guide teachers to meet student needs.

h. Walnut Valley aligns Professional Growth and Evaluation with the CSTP and content standards.

i. Opportunities are provided for teacher collaboration and observation of exemplary teachers. Emphasis will be on planning, teaching, reflecting, and applying (PTRA Cycle).

BTSA and Technology Directors, and Ed. Services Leadership Team
1b) Staff Dev. And BTSA Directors; site administrators; Ed. Services leadership; subject leaders
1c) Staff Dev. Personnel
1d) Staff Dev. Personnel
1e) BTSA Director
1f) K-12 Teachers, Site Adm.
1g) Assessment Director
1h) HR Personnel, district leader
1i) Staff Dev. Personnel, BTSA Director, Site Adm.
1j) Asst. Superintendents, Site Admin.
1k) Superintendent, Asst. Superintendents, Human Resources

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2) Site Administrators Professional Development:</p> <p>a. Combines leadership and management training, observation of instructional strategies and standards implementation, coaching, data analysis, and supporting all teachers for continuous improvement.</p> <p>b. Addresses the diverse needs of students.</p> <p>c. Focuses on academic rigor and student engagement and future trends.</p> <p>d. Pivot and Instructional Rounds training for administration.</p> <p>e. Principal meetings once a month are dedicated to professional development to improve teacher performance and student outcomes.</p>	<p>2a) Superintendent, Assistant Superintendents, Human Resources</p>			<p>Common Core</p>
<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>WVUSD will integrate funds with other professional development funds to implement effective instructional strategies utilizing technology and provide training to principals and teachers (See Tech plan)</p>	<p>Technology Director, Instructional Technology Coordinator, Mentors, Site Dept./Grade level Coordinator, Principals, Assistant Superintendent, BTSA Director</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. Sustained professional development and increased access to technology requires a coordinated effective staff development team. This team will address the needs of all stakeholders and integrate technology in support of the educational standards. This leadership team will consist of:</p> <ol style="list-style-type: none"> 1. Director of Technology - oversees district technology implementation 2. Instructional Technology coaches– integration of technology into curriculum 3. Site Department/Grade level coordinator – leaders of standards-based integration of technology into the classroom 	<p>Asst. Superintendent, Technology Director, Instructional Technology Coordinator, Mentors, Site Dept./Grade level reps, Principals, BTSA Director</p>	<p>Supplemental Book of Standards Lessons, Activities</p>		<p>Common Core, General Funds, EIA</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. Increased technology will include staff development, hardware and software installation and integration, and alignment with scientific data-driven assessments.</p> <p>c. The WVUSD Master Technology Plan provides relevant training and ongoing support to all staff to enhance professional development. It addresses all content standards and involves program participants and other stakeholders.</p> <p>d. BTSA Induction focuses on teachers embedding technology into the classroom. New teachers upload BTSA documentation into online portfolios and have access to a variety of online professional development resources.</p>		<p>Rubric Committee Expenditures Subs Electronic Materials</p> <p>County Based Training for Administrators</p> <p>LACOE</p>	N/A	
<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: The Walnut Valley Unified School District collaborates extensively with many stakeholders in the following ways:</p> <p>1) School Site Council minutes/agendas and school site plans delineate collaboration of site professional development.</p> <p>2) Additionally, BTSA Induction conducts regular needs assessments of participating teachers and their support providers to evaluate program effectiveness</p> <p>3) Through Principal, Ed. Services Leadership, District Leadership Team, Management Council and Cabinet meetings, collaboration of planning professional development for district personnel occurs.</p> <p>4) Staff development includes teachers, site administrators, site paraprofessionals, and School Site Council parents with an emphasis on assessed needs and data analysis.</p> <p>5) Classified employees are surveyed and provided with relevant professional development.</p> <p>6) A Professional Development Ad Hoc Committee comprised of teachers, principals, paraprofessionals, and personnel from Educational Services and Human Resources</p> <p>7) The LEA Plan was developed and written with district wide collaboration</p>	<p>1) Site Administrator</p> <p>2) BTSA Director</p> <p>3/4) District Leadership</p> <p>5) Classified Leadership</p> <p>6) Professional Dev. Ad Hoc. Committee</p> <p>7) Professional Dev. Ad Hoc Committee</p>			Title I, Title II, BTSA

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Walnut Valley recognizes their population of diverse students needs equitable access to the core curriculum and state-adopted academic content standards, thus driving professional development.</p> <p>1) Teaching and addressing the needs of all students:</p> <p>a) BTSA Induction provides encourages professional development for general education teachers to address the needs of students with special needs</p> <p>b) BTSA Induction provides professional development for both general education and special education teachers to address the needs of students with limited English proficiency.</p> <p>c) English Language Learner teachers implement strategies to deliver comprehensive specialized instruction through the implementation of the Project GLAD training.</p> <p>d) Full inclusion and Autism training is given to K-12 teachers.</p> <p>e) Failure is Not An Option” training is offered.</p> <p>f) ELD/Special Education articulation is ongoing, with a training for ELD liaisons and Sp. Ed. teachers to discuss laws for dual program students.</p> <p>g) Special education paraprofessionals assist teachers on an as-need basis.</p> <p>h) FROSTIG Program offers training to new teachers on differentiation strategies.</p> <p>i) BTSA Induction provides collaboration and follow-through between special and general education teachers.</p> <p>j) Various trainings on differentiated instruction are offered throughout the district and the BTSA Induction program.</p> <p>k) Substitute teacher training in working with special needs students is offered.</p> <p>l) GLSEN Training of Trainers Moral Intelligence seminars and Trainer-of-trainers with Michelle Borba encourage teachers to create environments which support learning for all students.</p>	<p>1a/b/c) BTSA Director 1d) ELD Program Specialist 1e/f) Special Ed. Coordinator, Full Inclusion Specialist 1g) Sp. Ed. Team, ELD Specialist 1h) Sp. Ed. Paraprofessionals 1i) FROSTIG Consultants</p>	<p>FROSTIG Consultants</p>		<p>BTSA, Title I, Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Classroom Management Training</p> <p>a) Professional Growth Academy for new-to-district teachers focuses on classroom management.</p> <p>b) Multiple opportunities for trainings in classroom management and organization are offered through BTSA Induction.</p> <p>c) Working with EL students is covered in many seminars and workshops.</p> <p>d) Working with Special education students is also covered in many seminars and workshops.</p> <p>e) Intervention training for K-8 teachers working with at risk students is offered.</p> <p>f) Non-violent crisis intervention training offered at various times during the year to special education teachers.</p> <p>3) Parent Involvement</p> <p>a) Community resources are used to offer parent education on specific topics.</p> <p>b) School sites provide parent education as needed.</p> <p>c) School Climate Survey assessment are distributed annually.</p> <p>d) Evening sessions are provided throughout district on various topics such as college aid, financial aid, curricular areas, behavior topics, and Homework without Tears.</p> <p>4) Data and Assessment analysis to improve classroom practice and student learning.</p> <p>Consultants may work with site principals, parents, and leadership teams on data analysis, application, and implementation to improve student achievement.</p> <p>K-12 sites work with disaggregated data to identify low-performing students by name and adjusted instruction to improve student achievement.</p>	<p>2a) Staff Dev. Personnel 2b) BTSA Director 2c) ELD Program Specialist 2d/e/f) Special Ed. Specialists</p> <p>3a) Staff Dev. Personnel 3b) Site Adm., teachers 3c) Professional Dev. Ad Hoc Committee 3d) Staff Dev. Personnel, Coordinating Council, SI Councils</p>	<p>Teacher Stipends</p>		
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The WVUSD will use funds:</p> <p>1) To maintain Consortium partnerships with 6 school districts (Covina-Valley, East Whittier, Los Nietos, Lowell-Joint, South Whittier, Whittier City) and 5 local universities and colleges (La Verne, CSUF, Cal Poly, Mt. San Antonio College, and Whittier College) through the Walnut Valley Consortium – BTSA Induction Program.</p> <p>2) To provide coursework for MS and SS credentials and on-site masters' programs; IHE partners will be selected because of standards-based practice expertise and prior involvement in other district programs.</p>	<p>1/2) BTSA Director, University of La Verne, CSU Fullerton, Cal Poly Pomona, Azusa Pacific, and Whittier College</p>			<p>BTSA, Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Analysis of certificated credentials by Human Resources Department to meet Section 1119 specifications for “highly qualified” teachers	3) Human Resources Dept., Credential Analyst			

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
<p>Walnut Valley supports students through a myriad of services in a nurturing and child-centered school environment. Examples are:</p> <ul style="list-style-type: none"> • District policy of "Kids First" in all decisions and programs • K-5 counseling services-, First Step, School Psychologists • 6-8 - Counseling Services, School Psychologists • 9-12 Counseling Services-GLC & School Psychologists • K-12 intervention programs • 6th and 9th grade Bridge transition programs for at-risk students • LINC(K) - Transition program for incoming 9th grade students • K-12 intensive academic support programs • K-12 Student Study Team process • K-12 conflict management programs • K-12 peer mediation programs • K-12 character education programs, PBIS, Character Counts, Success Attributes, Project Wisdom, PYP Learner Attributes, incorporating Michele Borba's Moral Intelligence model • School wide discipline policies (Code of Conduct, Code of Character) • Extensive parent education programs including homework assistance, anger management, parenting skills, ATD education, Middle school parenting classes • K-12 ATD education programs • Community agency partnerships including the LA County Sheriff Department including STAR, Asian Pacific Counseling Services, LACOE, Walnut Teen Center, Parent Affiliation Groups 	<p>In assessing the data through various means including the School Climate Data, monthly principal meetings, meetings, annual school surveys, and suspension/truancy/expulsion data the following areas have been identified for enhancement:</p> <ul style="list-style-type: none"> • Continue to implement the District Diversity/Equity Plan • Continue to investigate innovative and alternative programs for at-risk students • Continue to implement anti-bullying education and programs • Provide staff development on anti-bullying strategies that can be integrated across the curriculum • Continue to support a K-12 science based DATE/TUPE program <p>Further development of counseling services K-5</p> <ul style="list-style-type: none"> • Continued implementation and development of Safe Schools component through the school climate survey

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

Activities

- Transition programs for at-risk students such as Pathways (grades 10-12), 6th Grade Success Academy, Bridge Support Summer Program
- Intervention programs such as before school, after school, and push-in literacy support, summer school
- K-12 Summer School Enrichment
- K-12 intensive academic support programs during the school day
- K-12 peer mediation programs
- K-12 character education programs such as PBIS, Character Counts, Success Attributes, and Michelle Borba's Moral Intelligence
- Innovative educational programs such as
 - o Project Based Learning (focuses on multiple intelligences and the constructivist model) and Design Based Learning
 - o International Baccalaureate Primary Years Program (promotes individual and civic responsibility, healthy lifestyles, and academic achievement)
 - o High School International Baccalaureate program
 - o Renaissance Programs at several schools, high schools and elementary schools
 - o Various Special Education programs
- Extensive parent education programs including homework assistance, anger management, parenting skills, math/science/literacy family nights, Parent University TK-12 education programs, Bully Prevention Program
- ATODV assemblies, speakers, and materials such as Safe Schools, Red Ribbon, career and college motivation (K-12), We Care Sports Counseling and consultant services including the Choices Program, Peer Mediation, Project Wisdom, and First Step Conflict mediation programs
- Community agency partnerships such as the LACOE Sheriff Department including STAR, Asian Pacific Counseling Services, LACOE Teen Parenting Services, the Frostig Center, Family Counseling Services (Nancy Stoops) on Monday night at the Walnut Teen Center
- Extensive extra curricular activities such as sports, activities, clubs, service learning, mentoring, leadership, and performing arts
- Staff development on such topics as content area expertise, California Common Core content standards, instructional strategies that ensure learning for all students, Professional Learning Communities
- Proactive early identification of at-risk students and the development of individual learning plans including intervention strategies Code of Conduct (See Appendix I)
- Attendance intervention - SART, SARB, as well as site-based programs Partnership with East San Gabriel Valley Regional Occupational Program provides 10-12 grade students community- based learning experiences
- Too Good for Drugs and Violence has been implemented in alternative education for the past year
Attendance/Homework Reward (on a quarterly basis)

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

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

Strengths	Needs
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Strengths	Needs
<p>In assessing the strengths through the Climate Survey data, monthly principal meetings, regular ABC site liaison meetings, annual school surveys and suspension/truancy/expulsion data, the following strengths have been identified:</p> <ul style="list-style-type: none"> • The percentage of WVUSD students participating in the CLIMATE SURVEY has increased over the course of its administration. • Although the numbers are relatively stable regarding drug and alcohol use, they remain quite low. • Out of approximately 15,000 students, there were a total of 412 students suspended in the 2011-2012 school year. • Over 97% of the students graduate high school. 	<p>In assessing the needs through the Climate Survey data, monthly principal meetings, regular ABC site liaison meetings, annual school surveys and suspension/truancy/expulsion data the following needs have been identified:</p> <ul style="list-style-type: none"> • Updated Anti Drug/ Bully Survey • Continue to implement anti-bullying policies and programs to address the rising percentage of students who have been bullied • Continue to implement the District Equity Plan to address the need stated by the Governing Board (Goal Setting), parents (site surveys), and management team • Work on addressing the needs of students who do not feel that school is a safe-haven. <ul style="list-style-type: none"> o PLCs o Success Attributes o Character Counts o Project Wisdom o Advocacy Class o Michele Borba's Moral o Intelligence o Bully Prevention Programs • Continue to work on improving implementation of Too Good for Drugs and Project Alert.

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: Spring 06 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 1% 7th: 8%	5th: .5% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 1% 9th: 6% 11th: 11%	7th: 1% 9th: 1% 11th: 2%
The percentage of students that have used marijuana will decrease biennially by:	5th: 0% 7th: 3%	5th: 0% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 6% 9th: 15% 11th: 27%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 1% 9th: 5% 11th: 10%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that feel very safe at school will increase biennially by:	5th: 55% 7th: 27% 9th: 20% 11th: 22%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 23% 9th: 18% 11th: 9%	7th: 3% 9th: 3% 11th: 5%

Truancy Performance Indicator	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	10%	3%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 04/00/02 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: 60% 7th: 30% 9th: 20% 11th: 31%	5th: 4% 7th: 3% 9th: 5% 11th: 5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: 60% 7th: 44% 9th: 27% 11th: 34%	5th: 2% 7th: 2% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: 16% 7th: 15% 9th: 11% 11th: 16%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: 52% 7th: 29% 9th: 20% 11th: 30%	5th: 3% 7th: 3% 9th: 5% 11th: 5%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
1. District Suspension Rates (2005-2006) Middle Schools High Schools (The measure is not applicable to elementary schools because of the current low suspension rates. In grades K-5, one student was suspended)	10% fewer suspensions 8% fewer suspensions	91 students 111 students

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.

Program 1	
Science Based Program Name:	Too Good for Drugs
Program ATODV Focus:	ATODV
Target Grade Levels:	4-5 K-3
Target Population Size:	997-1940
Purchase Date:	9/04-9/04
Staff Training Date:	10/09/06-10/09/06
Start Date:	1/04-1/05
Program 2	
Science Based Program Name:	Project Alert
Program ATODV Focus:	ATODV
Target Grade Levels:	6-8
Target Population Size:	2200
Purchase Date:	6/03
Staff Training Date:	9-12/03
Start Date:	1/04
Program 3	
Science Based Program Name:	Too Good for Drugs and Violence
Program ATODV Focus:	ATODV
Target Grade Levels:	9-12
Target Population Size:	2899
Purchase Date:	6/04

Staff Training Date: 10/09/06

Start Date: 1/04

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.

Activities	Program ATODV Focus	Target Grade Levels
After School Programs	ATODV	K-12
Conflict Mediation/Resolution	ODV	4-8
Early Intervention and Counseling	ATODV	4-12
Environmental Strategies	AT	K-12
Family and Community Collaboration	ATODV	6-12
Media Literacy and Advocacy	N/A	N/A
Mentoring	ATODV	Pre-K-12
Peer - Helping and Peer Leaders	ATODV	K-12
Positive Alternatives	ATODV	K-8
School Policies	ATODV	K-12
Service - Learning/Community Service	ATODV	K-12
Student Assistance Programs	ATODV	K-12
Tobacco - Use Cessation	ATODV	K-12
Youth Development Caring Schools Caring Classrooms	ATODV	K-12
Other Activities		

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

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

Program 1
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 2
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 3
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:

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.

Walnut Valley has selected the following programs: The Too Good for Drugs and Violence program is used in grades K-5 and 9-12. Project Alert is used in grades 6-8. These programs were selected by reviewing various data sources such as the suspension/expulsion/truancy reports, California Safe Schools Assessment, and school site surveys. These materials were presented to Cabinet, the principals meetings, the District Gang Task Force, the SDFSC/DATE/TUPE site liaison meeting, and Coordinating Council (parent representatives from every site).

Project Alert was chosen for grades 6-8 because the program not only provides critical information about the dangers of ATODV, but also teaches students effective resistance skills that they can apply in real life situations. Middle year students need instruction that focus on norms, beliefs, and self-confidence. Project Alert was chosen based upon the following data: 1) increase in peer pressure about ATODV (Coordinating Council/Community Clubs and student/parent /staff surveys); 2) increase in stress over academic and social issues (Coordinating Council/Community Clubs and student/parent /staff surveys); 3) an increase in mixed messages about ATODV in the media and video games (Coordinating Council/Community Clubs and parent surveys); 4) increase in breakdowns in family structures (Pupil Services and principals).

Too Good for Drugs and Violence Program (TGDV) was chosen for grades 9-12 because of its interactive sessions that teach skills targeting ATODV. TGDV is also "user friendly" for high school teachers because of its step-by-step delivery model. Based upon the District data, the students need a program that not only addresses the social and health consequences of drug and tobacco use, but also focuses on effective communication skills, goal setting, conflict resolution, respect for self and others and decision making skills. TGDV was selected based upon the following data: 1) increase in peer pressure about ATODV (Coordinating Council/Community Clubs and student/parent surveys); 2) increase in stress over academic and social issues (Coordinating Council/Community Clubs, school counselors, student/parent surveys); 3) "smoke shops" opening in the neighborhoods (District Gang Task Force); 4) an increase in mixed messages about ATODV in the media and video games (Coordinating Council/Community Clubs and parent surveys); 5) increase in breakdowns in family structures (Pupil Services and principals).

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.

- Feedback will be gathered at the regular District meetings with the Los Angeles County Sheriff Department, Asian Pacific Clinics, community agencies, management team, School Site Councils, and Coordinating Council (parent groups). These agencies will also provide additional information about the needs of students, parents, and the community in general regarding ATODV programs.
- The data gathered through the school climate survey indicates the need for continued support in the areas of ATODV programs, Anti-Bully Program, Character Education, and child welfare.

The data gathered through the evaluation process will be disaggregated and analyzed by the District ATODV Team. The findings will indicate district-wide and school site trends as well as identify overall strengths and needs. The evaluation results will be used to develop annual goals and objectives, plan relevant curricula and activities, and evaluate current program effectiveness. The data and findings will be shared with the District staff, students, parents, and community via a report posted on the district website. Feedback to the report of findings and the evaluation process will be encouraged from all the major stakeholders in order to continually refine, improve, and strengthen the program.

Timeline for Data Collection

- The most recent Climate Survey data was collected in 2011-12 and data will continue to be collected every other year as needed.
- The most recent ABC Resilience Model was presented in 2012-13 and data will continue to be collected every year as needed.
- Throughout the school year, feedback will be gathered at the regular District meetings with the Los Angeles County Sheriff

Department, Asian Pacific Clinics, ABC, community agencies, management team, School Site Councils, and Coordinating Council (parent groups).

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.

Timeline for Public Reporting of the Data and Findings

- The Education Services Department and the ABC Team will develop a report that includes the data sources and a data analysis. This report will be done following the receipt of the data from Survey Monkey.
- The written report will be discussed at a Principals Meeting and the information will be made available to the Governing Board, the District Coordinating Council, the School Site Councils, and the Community Clubs upon request.

The ABC Team will use the data, findings, and feedback from the staff, students, parents, and community to refine program goals and activities

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])

Walnut Valley uses the following criteria to identify schools and students with the greatest need:

- Title I services received
- Reading* writing, and math skills below grade level.
- In jeopardy of not passing the CAHSEE
- Free and/or reduced lunch support received
- Participation in the Special Education program
- History of discipline issues including tardies and truancies
- History of emotional problems including a dysfunctional home environment
- Any other reason to be considered at-risk of not being successful in the learning process
- Teacher observations and referrals
- Parent requests

The following program services are provided to schools and students of greatest need:

- Early identification and development of individual learning plans
- Counseling for students and families
- Site based character education programs
- Before/after school and summer intervention programs
- Referral system for family counseling and support services
- Service learning programs and business partnerships
- After school academic enrichment programs
- During school intensive academic support programs
- Transition programs (K, 5th into 6th grades and 8th into 9th grades)
- Conflict mediation and peer counseling programs
- Mentoring programs
- Life skills/anger management class in alternative education high school
- Parent education nights (homework assistance, anger management, child development, parenting skills, gang awareness)
- Parent Education offerings

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.

Walnut Valley will ensure the coordination of program resources through the collaboration of various committees that represent all major stakeholders. The committees that will be involved in program planning and implementation will be:

District ABC Team (includes District administrators, site administrators, site teacher liaisons, parents, and community agencies), Los Angeles County Sheriff, community agencies, parents, students, teachers, Walnut and Diamond Bar City Council members, administrators), School Site Council, District Coordinating Council (parent advisory group), District Safe School Liaison, the Educational Services Curriculum Design Team (includes administrators and District staff from every categorical program), SST, Guidance, and Parent Support Groups.

Through coordinated services and efforts, the ABC programs will be multifunded and weave through many academic strands. This integrated implementation will make certain that the ATODV curriculum is not just an adjunct activity, but reaches every child and is a fundamental part of the learning process.

There will also be a continuous review process of the implementation of the LEA Plan by the Walnut Valley LEA Plan Advisory Board to make certain that the Performance Goals are being met and programs coordinated.

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.

Walnut Valley has always prided itself on its extensive parent involvement in all facets of the learning process. Parent involvement includes:

- Participation on curriculum committees
- Participation on the District Diversity and Equity Task Force
- Volunteering in the classroom and in school wide programs
- Planning and implementing Red Ribbon Week activities
- Participation in Parent Education Nights (math/science/reading family nights, gang awareness, anger management, child development, parenting skills, social media tips, homework support)
- Participation in such groups as the School Site Council, Community Club, and Parent Groups
- Organizing and implementing service learning projects such as the Relay for Life, Breast Cancer Awareness, Drug and Alcohol Free Prom Nights, American Heart Association Walk, and American Red Cross Blood Drives
- Participation in parent conferences at elementary and middle schools
- Mandatory parent conferences every summer in order to register a student for high school classes
- Participation in the Parent education night
- 5-K Community Run

In Walnut Valley, there is regular communication between the home and school. Parents are notified through a variety of avenues such as:

- AERIES Parent Portal
- Weekly Progress Reports (K-12, paper/electronic)
- Letters sent to every home regarding the NCLB "highly qualified" teacher requirement
- "Welcome Back" packets, student handbooks, and/or weekly school site newsletters provided to parents via web/handout on a variety of issues such as: 1) discipline policies including drug/alcohol use, weapon possession, bullying, and violence; 2) extra curricular activities; 3) intervention programs; and 4) student support services.
- Information sent to parents regarding Parent Choice Options and Safe School Status
- Forms and publications provided to parents on the tobacco free policy including steps taken for adults smoking on school sites
- District/school website
- Communication between home and school using Connect-ED
- E-mail and on-line newsletters
- Teacher websites

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.

Pregnant minors or minor parents are given the option by the high school Grade Level Coordinator to meet with the TAPP Coordinator who will provide information about the various available programs and options. TUPE services provided to students are not dependent upon whether the pregnant minor or minor parent decides to stay at his/her home school or he/she decides to enroll in the Continuation High School's Independent Study program (TAPP). These services include:

- ? Enrollment in the CHOICES program and regular weekly sessions with the CHOICES counselor on non-tobacco use.
- ? Literature and videos on the dangers of tobacco and drug use during pregnancy and after the child's birth
- ? Mentoring at the school site by District and community personnel
- ? Support for minor parents through the healthy choices and childcare programs that include non-tobacco use

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 section 104420 [b](3))

Position/Title	Full Time Equivalent
N/A	

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

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

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

5.1 (High School Graduates)	
Activities/Actions	<p>The following actions support our high graduation rate:</p> <ol style="list-style-type: none"> 1) Professional Learning Communities: Standards Based Curriculum, Benchmark Assessments, Teacher Collaboration, Mandatory Intervention Programs. 2) Comprehensive Guidance Program: <ol style="list-style-type: none"> a) 4-year plans b) Yearly meeting with student/parent c) Progress reports (6 weeks/semester grades) d) Yearly graduation status review e) Pre-registration meetings students/parents f) Senior Advisement (monitor, advise, notify, tutor) g) 1st/2nd Semester for one Semester Class @ 14 wks. h) Academic assistance referrals <ol style="list-style-type: none"> 1) Independent Study 2) Adult Education 3) Summer School remediation/enrichment 4) After-school tutoring 5) Student Study Team 6) ELD Support 7) MSAC Referral Program 8) RHA <ol style="list-style-type: none"> 3) Specialized Program Assistance <ol style="list-style-type: none"> a) ELD b) Special Education c) Pathways e) ADP d) 504 Plan f) Online Credit Recovery g) In-school Academic Support h) Brahma Axis i) Bridge Program j) Career Center/ROP Programs k) Senior Algebra/ROP Algebra l) CAHSEE Interventions
Students Served	9 – 12 Students
Timeline/ Person(s) Involved	<p>2012 - 2017 Deans/Principal Teachers – ongoing</p> <p>GLC/parent annually/ongoing</p> <p>Intervention Counselor</p>
Benchmarks/ Evaluation	<p>Assessment data:</p> <ul style="list-style-type: none"> • CAHSEE • STAR (2013) • IB, AP • Disaggregated graduation rate • Benchmark exams

Funding Source	General Fund AB1113 Title II 10th Grade Counseling Career Tech Ed Hourly Intervention Fund Special Education Calif. Partnership Academies ROP
5.2 (Dropouts)	
Activities/Actions	The following activities are offered: 1) Programs to help students stay in school and on track. a) Extracurricular activities/Clubs b) Sports c) Student Government d) LINC Crew e) Career Center/ROP Programs f) Pathways Program g) Academic Interventions h) Alternative Education 1) Independent Study 2) Home Hospital 3) Continuation School 4) Adult Education 5) Advisor/Advisee 6) ADP 7) Online Credit Recovery i) SARB 1) Full Time Child Welfare and Attendance Resources j) Guidance and Counseling Programs k) Peer Assistance Program
Students Served	9 – 12 Students
Timeline/ Person(s) Involved	2012-2017 Principal Child Welfare and Attendance Assistant Principal Grade Level Coordinator Teachers Coaches Advisors Parent/Student Psychologists Intervention Counselor
Benchmarks/ Evaluation	Disaggregated dropout rate
Funding Source	General Fund AB1113 Title II 10th Grade Counseling Career Tech Ed Hourly Intervention Fund
5.3 (Advanced Placement)	

Activities/Actions	<p>The following programs ensure equal access:</p> <ol style="list-style-type: none"> 1) International Baccalaureate Program 2) Open Enrollment/Performance and Teacher Recommendations 3) GLC/Teacher recruitment 4) Mt. San Antonio College Connection 5) UC Outreach - CAL Poly Pomona 6) Parent/Community Groups 7) Honors Classes 8) Professional Development
Students Served	<p>9-12 Students</p>
Timeline/ Person(s) Involved	<p>2012-2017 GLC's</p> <p>Teachers Parents Administrators Deans Intervention Counselor</p>
Benchmarks/ Evaluation	<p>Number Enrolled Diaggregated enrollment and performance data</p>
Funding Source	<p>General Fund AB1113 Title II 10th Grade Counseling Career Tech Ed Hourly Intervention Fund</p>

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.

Walnut Valley Unified allocates Title I funds to participating schools in rank order by grade level span on the basis of the total number of children from low-income families in each school.

To determine eligibility for Title I funds, schools are ranked within a grade span by those with the highest poverty level as indicated by the percentage of students receiving free and reduced lunch. Those schools which fall above the District’s average are eligible to receive Title I funds. Other criteria may include the number of children in families receiving assistance under the Cal-Works program, number of children ages 5-17 in poverty counted by the most recent census data and or number of children eligible to receive medical assistance under the Medicaid program. A district must fund schools, K-12, who have 75% or more poverty, and may fund schools within a grade span, as low as 40% poverty.

Funding levels for each site are based on a specified dollar amount per eligible pupil. This per dollar amount is determined at the District level by dividing the total number of low income pupils at the eligible schools into the total Title I budget.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	

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 provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Students in grades 3-8 are eligible for Title I services if they have been identified by the school as failing or most at risk of failing, to meet the state standards based on multiple criteria. These include:

- Scoring “Basic, Below Basic, or Far Below Basic” on the California Standards Test (2013 CST) Grades in Language Arts and math
- Scoring 6 or more months below grade level on District reading benchmarks
- Scoring 6 or more months below grade level on math benchmarks

Students in grades K-2 are recommended for extra assistance based on teacher judgment, district benchmarks, parent interviews, and developmentally appropriate measures.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	

Targeted Assistance Programs (TAS) - Student Identification
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Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Title I funds must supplement and not supplant the basic core instructional program. Schools may spend Title I dollars in any of the following areas as long as the expenditure is justified in the school plan and are deemed necessary and reasonable to program success:

- Effective methods and instructional strategies based on scientifically based research
- Staff development, conferences, and workshops
- Instruction by highly qualified teachers
- Parent involvement, education, and outreach programs
- Increased learning time, such as before or after school tutoring, intersession, and summer school
- Equipment, instructional materials, school/classroom libraries
- Academic intervention programs that minimize removing children from the regular classroom during regular school hours for instruction
- Technology hardware, software, licenses
- Supplemental support of the core academic curriculum (aides and resource teachers)
- Planning and evaluation
- Coordination of Title I and regular program services

Targeted Assistance Programs (TAS) - Student Identification

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

The Walnut Valley Unified School District has one middle school in Program Improvement. The middle school was identified as PI 1 in 2011-12 due to the Hispanic significant subgroup not making adequate progress in math for two consecutive years. The LEA works closely with the site administration on the needs assessment, action plan and provides technical assistance. The LEA ensures professional development is being designed specifically to the needs of the teachers and students of low-achieving students. The low-achieving school will set aside the required Title 1 funds specifically for the purpose of professional development. Our one school in Program Improvement is PI Year II in the 2014-15 school year and will continue following the Year 2 requirements. Three of our Title 1 elementary schools are PI Year 1. WVUSD will be giving the Smarter Balanced assessments in the 2014-15 school year, but are still under the legal requirements of Program Improvement under the No Child Left Behind Act of 2001.

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Parent letters are mailed to notify families of the legal Program Improvement requirements. The letters are tailored to each individual school's information.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The letters state of the school choice option. The school that is required to offer SES services sends a separate letter, inviting the qualifying families to a provider fair where the parent can select a company to provide services. Parents who are not able to attend, continue to turn in the application. Students receive services up to the state allotted amount for SES services. Two enrollment periods are offered to families.

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

California's definition of highly qualified teachers requires that educators must have: 1) a bachelor's degree, 2) full state certification or licensure, 3) prove that they know each subject they teach. Currently, 99.5% of the teachers in WVUSD have obtained full state certification or licensure. All Title I schools have fully credentialed teachers and 100% of teachers

in WVUSD have a Certificate of Completion of Staff Development (CCSD). This is the current authorization to work with English learners.

0% of our teachers are at the pre-intern status. We are part of the BTSA consortium which includes seven surrounding districts. This Induction Program is supported by grant monies. It is a high quality professional development program for veteran teachers, support providers, and teachers.

A key part of the district plan to meet the NCLB requirement that all teachers and paraprofessionals are “highly qualified” by 2005-2006, is the coordination of state and federal resources. Three times a year the entire Educational Services Division meets with Pupil Services and Human Resources to conduct a needs assessment that includes professional development activities for teachers and principals that focus on the California Standards for the teaching profession. The district analyzes the data, creates a timeline, and identifies funding sources for the activities. Please see the following sections of Goal 3 for specifics:

- Section 4 on page 70 addresses coordination of professional development activities and funding
- Section 5 on page 71 addresses professional development support
- Section 10 on page 80 addresses recruiting and retaining “highly-qualified” teachers.

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	

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.

Walnut Valley Unified School District provides all students equal access to a standards-based instructional program. Multi-funded students are provided with coherent and coordinated services that enable them to learn the district's core curriculum and extend their learning beyond the core areas. Programs are coordinated through vertical and horizontal K-12 articulation between teachers, site administrators, and District office personnel. District-wide committees, advisory groups and site grade levels, cores, departments and divisions meet regularly to discuss and implement instructional strategies and programs that support special needs students. Regular articulation opportunities include: Student Study Teams, parent conferences, Coordinating Council, 21st Century Task Force, monthly staff meetings, District-wide and site staff development days, site liaison meetings in all academic areas plus GATE, ELD, Title I, and Assessment. In addition there are bi-monthly principal meetings, individual program parent meetings, and monthly Educational Services meetings. Professional development is given to administration and teachers to implement signature practices to assist Walnut Valley students with college and career readiness with 21st century skills.

District-wide funds are used to support multi-funded student programs and services. The District implements a formal screening process for identifying appropriate services for individual students. This process includes gathering and analyzing data from multiple sources including standardized tests, teacher observation and evaluation, resource specialists' assessment (if applicable), parent participation, and longitudinal academic performance. The District and the school sites work collaboratively to carefully plan supplemental services that focus on the needs of the whole child and insure each student's academic, emotional, and social success.

GATE:
Instructional Programs and Services
K-5 classes implement cluster-grouping practices.

6-8 use the cluster model and honors/advanced classes.

High schools offer honors, Advanced Placement, International Baccalaureate Programs.

K-12 teachers use differentiated and compacted curriculum and instruction

Support Personnel Services

A District GATE coordinator (40%) implements the GATE program Districtwide.

Each site has a GATE liaison to oversee site program implementation.

District office and site administrators insure GATE program compliance..

Every fall, high school guidance counselors meet with every student and his/her parent to discuss the student's academic progress and needs.

Parent Support Services

Parents are involved in the program through the Advisory Committee, site meeting, newsletters, and parent education nights.

Student Support Services

Underachieving GATE students are referred to Student Study Teams and Individual Learning Plans are developed that include modifications, program adjustments, and additional services.

Parent conferences are available to GATE parents to discuss student progress.

Psychologists, resource teachers, and community resources are available to students and families.

Staff Development Services

Teachers attend workshops and conferences in compacting the curriculum, differentiated instruction, and teaching gifted learners.

The District Specialist attends PAGE meetings.

Teachers and parents attend the California Association for the Gifted conferences.

The District and sites provide information to the staff on teaching gifted learners and the special needs of GATE students.

Special Education

Instructional Program and Services

Some special education students receive services in a regular education classroom with the special education teacher providing consultation support.

Some special education students participate in a pull-out model by the special education teacher for instruction on needed skills as stated in the IEP.

Some special education students are serviced more than 50% of the school day in the special education classroom.

Some special education students are serviced in the full inclusion program with support provided by the full inclusion specialist and the program specialist.

Support Personnel Services

There is a District Special Education Coordinator who insures the proper implementation of the program.

The District employs eleven psychologists, two Special Education specialists, Special Education staffs at each site, and support staff that include instructional aides to deliver comprehensive services to the Special Education students.

Every fall, high school guidance counselors meet with every student and his/her parent to discuss the student's academic progress and needs.

Parent Support Services

Parents participate in Individual Education Plan meetings and have the opportunity to attend CAC meetings.

Staff Development Services

Teachers receive staff development in teaching strategies, current laws and other special education information.

NCPI training is offered for all special education teachers and instructional aides.

Teachers have the opportunity to receive staff development on instructional strategies for children with autism

English Language Learners

Instructional Program and Services

Some English Language Learners who are not fluent in English are placed in Structured English Immersion (SEI) programs. The programs provide a minimum of 60% of the instruction in ELD and SDAIE and up to 40% of the academic instruction with primary language support from a bilingual paraprofessional. Students enter this program through parent request.

Other English Language Learners, who have not reached reasonable fluency are placed in SEI or in mainstream programs taught by credentialed teachers who have had CLAD training or other approved certification. In the middle and high schools, ELD and SDAIE academic classes are offered to limited English students. There is a District Coordinator and a teacher specialist to oversee program implementation and compliance. The District employs ELD classified and certificated staff to deliver comprehensive services to the English Language Learners.

Every fall, high school guidance counselors meet with every student and his/her parent to discuss the student's academic progress and needs.

Parent Support Services

Parents participate in DELAC and ELAC.

Staff Development Services

Teachers receive staff development opportunities such as ELD/SDAIE training, CELDT training, Project GLAD training, CALL Institute, and workshops on literacy.

Title I

Instructional Program and Services

Title 1 students receive scientifically-researched based interventions by highly qualified staff

Title I students receive a variety of services that include before and after school tutoring, pull-out/push in programs in specific areas of academic need, instructional aide support in the regular classrooms, and any other targeted assistance as determined by a team of site administrators, parents, teachers, and district resource staff. These include Accelerated Reader, Accelerated Math, Study Skills, Reading Mastery, literacy blocks, tutorial software, and supplemental materials, along with academic support teachers.

Kindergarten through 7th grade Title I students can participate in Title I summer school.

Support Personnel Services

There is a District Coordinator who ensures proper implementation of the program.

There is a Title I teacher specialist at each of the Title I sites to oversee program implementation and coordination.

The District employs credentialed staff at each of the Title I sites and support staff that include instructional aides to deliver comprehensive services to the Title I students.

Every fall, high school guidance counselors meet with every student and his/her parents to discuss the student's academic progress and needs.

Parent Support Services

Each Title 1 school site has a formal parent involvement plan that was developed with the assistance of parents. The plan enables parents to share the learning responsibilities with the school site. Parents are encouraged to offer suggestions on ways to improve the service model for Title 1 students and assist in planning trainings to help them work with their children improve achievement.

Title 1 parents are encouraged to complete a Title 1 survey at the end of each school year to give input on successful programs, interventions, communication procedures and suggestions for further involvement.

A home/school/student compact has been jointly developed outlining how families, school staff and students share the responsibility for improved student achievement.

Ongoing two-way communication between home and school is supported through meetings, school web sites, newsletters, individual phone calls, report cards, daily notes, Connect Ed calls and parent conferences.

Parents participate in Student Study Teams, Title I Parent meetings, and parent education night, and parent conferences

Staff Development Services

Teachers receive staff development in teaching students with learning challenges in reading, writing, and math.

Walnut Valley believes that a coherent and coordinated program is data driven and based upon student needs. In Walnut, school sites, along with their SSC groups yearly evaluate and revise their Single Plan for Student Achievement (SPSA) to determine the quality and effectiveness of support services provided to special needs students. The sites analyze data from multiple sources. These include standardized tests, District benchmarks, student work, annual STAR results, the WASC process, FPM visits, staff input, and district/school parent surveys. These findings provide the rationale and direction for funding expenditures including instructional materials, support personnel, enrichment activities, researched-based academic programs, technology, staff development, and parent engagement.

As stated before, Walnut Valley Unified School District is dedicated to providing all students, including those who are multi-funded, a comprehensive standards based instructional program that exemplifies its commitment to the success of all students.

This systematic process connects and aligns standards, instruction, assessment accountability, learning and resources. Each school is responsible to ensure that all students have access to the services they need to meet standards. Assessments are used to guide instruction, monitor school and district performance and hold all stakeholders accountable for meeting annual targets. The Educational Services Department provides assistance to schools in all core subjects. Professional development and consultants are utilized to assist schools with student learning results and alignment of curriculum and instruction.

The consistent rise in test scores for all sub-groups is one indicator of Walnut's concerted efforts at offering all students an effective learning program. The Educational Services End of the Year Report assures that instructional goals are monitored and accurately measured. (See Appendix M)

Increased Program Effectiveness

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. 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.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. 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.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. 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.
 - m. 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

Dr. Robert P. Taylor

December 10,
2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan
Walnut Valley Unified School District**

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.

Local Educational Agency Plan Walnut Valley Unified School District

Appendix B

Links to Data Websites

Below is a listing of Website 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>

**Local Educational Agency Plan
Walnut Valley Unified School District**

**Appendix C
(School-Based Programs)**

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

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

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

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

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

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
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)	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	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	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,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
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,
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	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

**Appendix C
(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
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	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	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,
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,

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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:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

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**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

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

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

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

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)	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
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
Earlscourt 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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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	Communiti	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
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

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	11,444	11,235		1,242	1,095		323	299		6,591	6,447	
Growth API	906	909		869	875		806	804		954	951	
Base API	903	909		860	873		800	810		954	955	
Target	D	D										
Growth	3	0		9	2		6	-6		0	-4	
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	2,486	2,504		1,607	1,778		1,581	1,990		1,036	1,051	
Growth API	812	825		857	861		842	847		696	715	
Base API	806	819		861	860		838	848		680	705	
Target												
Growth	6	6		-4	1		4	-1		16	10	
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,026	1,000	1135
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	1,026	1,000	1135
Number Met	781	718	859
Percent Met	76.1	71.8	75.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,083	246	1,136	238	1265	222
Number Met	408	157	381	138	467	131
Percent Met	37.7	63.8	33.5	58.0	36.9	59.0
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes
Met Target for AMAO 3	No	No	No

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		98	99		100	100	
Number At or Above Proficient	6995	6877		739	629		152	132		4410	4318	
Percent At or Above Proficient	83.0	81.4		79.0	78.0		65.5	62.3		90.8	89.3	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	Yes	No		Yes	No		No	No		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	100		97	99	
Number At or Above Proficient	1219	1233		902	1001		841	1025		441	446	
Percent At or Above Proficient	66.9	64.8		69.7	68.0		70.6	67.4		56.2	52.5	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		Yes	No		Yes	No	

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	100	
Number At or Above Proficient	7116	7154		739	604		128	134		4592	4578	
Percent At or Above Proficient	84.3	84.7		78.6	75.0		54.5	63.2		94.5	94.7	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	Yes	No		Yes	No		No	Yes		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		99	99		99	98	
Number At or Above Proficient	1163	1257		1063	1243		860	1084		442	474	
Percent At or Above Proficient	63.6	66.3		82.0	84.5		72.0	71.5		55.3	56.3	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	No		No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	3	12	14	54	5	19	4	15			26
1	71	35	80	39	41	20	7	3	4	2	203
2	14	12	53	44	41	34	9	8	3	3	120
3	13	15	31	36	27	31	9	10	7	8	87
4	7	10	26	36	28	39	5	7	6	8	72
5	17	25	20	29	18	26	4	6	10	14	69
6	4	5	26	32	21	26	18	22	13	16	82
7	10	15	17	25	19	28	14	21	8	12	68
8	12	18	19	29	19	29	7	11	8	12	65
9	8	12	20	31	22	34	10	15	5	8	65
10	11	14	35	43	21	26	11	14	3	4	81
11	18	20	32	35	25	27	11	12	5	5	91
12	23	22	53	50	14	13	14	13	2	2	106
Total	211	19	426	38	301	27	123	11	74	7	1135

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	43	14	90	28	87	27	51	16	46	15	317
1	108	36	105	35	52	17	10	3	28	9	303
2	14	10	55	40	44	32	9	7	14	10	136
3	17	14	35	28	29	24	9	7	33	27	123
4	9	9	30	31	31	32	5	5	21	22	96
5	21	22	23	24	21	22	5	5	24	26	94
6	10	9	30	27	21	19	19	17	33	29	113
7	14	14	22	21	23	22	19	18	25	24	103
8	18	17	21	20	25	24	16	15	25	24	105
9	18	17	27	25	34	32	17	16	11	10	107
10	16	13	44	36	31	25	16	13	16	13	123
11	24	18	38	29	38	29	20	15	10	8	130
12	30	24	58	47	18	15	14	11	4	3	124
Total	342	18	578	31	454	24	210	11	290	15	1874