

*No Child Left Behind Act of 2001*  
**LOCAL EDUCATIONAL AGENCY PLAN**

**Mail original and  
two copies to:**

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



**Part I: LEA Plan Information: Complete for LEA submitting LEA plan.**

Name of Local Educational Agency (LEA):

**GLENN COUNTY OFFICE OF EDUCATION**

County/District Code:

Dates of Plan Duration: **July 1, 2003 to June 30, 2008**

Date of local governing board approval:



District Superintendent: Dr. Joni K. Samples

Address: 311 South Villa Avenue

City: Willows

Zip code: 95988

Phone: 530-934-6575

Fax: 530-934-6576

**Part II: Signatures** (Signatures must be original. Use blue ink.)

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

**Joni K. Samples**

Printed or typed name of superintendent

date

signature of superintendent

**Ray Gollnick**

Printed or typed name of board president

date

signature of board president

## SECTION II – Local Educational Agency Plan

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## INTRODUCTION

The *No Child Left Behind Act of 2001* represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped children in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 “Great Society” legislation that desegregated America’s schools and authorized the first significant federal aid for K-12 legislation.

When George W. Bush signed the bill into law as P.L. 107-110 on Jan. 8, 2002, he broke ground in several ways. First, in a revolutionary move, the federal government has set minimum qualifications for teacher in *all* the nation’s public schools – whether or not the schools receive federal funding.

Second, the government has now established a mandatory national deadline for *all* public school to bring *all* their children to an achievement level deemed “proficient” by the state.

Third, for the first time, the new law authorizes use of federal funds for a voucher-like program of extra tutoring for children in the most troubled Title I schools.

The Local Educational Agency (LEA) plan is the legally binding document that provides details about the LEA’s implementation of *No Child Left Behind* and other related state-funded programs. The LEA plan is also aligned with *California’s Consolidated State Plan for NCLB*. The State Plan was developed to reflect California’s compliance with the five performance goals established for NCLB which are:

- 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.**

**SCHOOL DISTRICT  
LEA PLANNING COMMITTEE**

NAME	REPRESENTS
1. Joni Samples	District Administration
2. Vicki Shadd	Willowglen and Opportunity School Principal ; Assistant SELPA Director
3. Ann Lambert	William Finch School Principal Curriculum/Instruction Dept.
4. Merrilee Johnson	Personnel Services/Categorical Programs TUPE, DATE, & SDFSC Coordinator
5. Roy Applegate	Deputy Superintendent Student Services / SELPA Director
6. Coleen Parker	Regional Occupational Programs Adult Education
7. Mary Ann Hagen	Child & Family Services
8. April Hines	TUPE, Healthy Kids
9. Robin Smith	McKinney-Vento, Foster Youth Services/ Youth Development
10. Cindy Thompson	Teachers
11.	Parents
12.	
13. Jennifer Metherd	Technical Assistance Director of Curriculum and Instruction

Meetings were held to develop the LEA Plan :

April 4, 2003	April 27, 2006
April 17, 2003	May 9, 2006
April 18, 2003	May 31, 2006
April 28, 2003	July 17, 2006
May 5, 2003	July 24, 2006
April 12, 2006	August 24, 2006

**PLANNING CHECKLIST  
for LEA Plan Development**

	<b>LEA Plan Comprehensive Planning Process Steps</b>
	1. Obtain input from councils, committees, and community members.
	2. Include the LEA’s vision/mission statement, description/profile, and revised accountability report card.
	3. Analyze all assessments and current educational practices used to establish benchmarks to raise academic performance for all students. Incorporate information from site level plans into a cohesive LEA plan that is representative of the needs and strengths of site and LEA levels.
	4. Analyze LEA performance as compared to statewide performance targets derived from group performance data and scientifically-based practices with indicators that are measurable, have a timeline, and identify participants.
	5. Review all available resources from federal, state, and local levels.
	6. Select specific improvements for identified participants stating expected performance gains and means of evaluating gains made.
	7. Obtain local governing board approval of the LEA plan.
	8. Establish a timely but specific monitoring process for the implementation of the LEA plan.
	9. Evaluate the effectiveness of planned improvements of LEA plan implementation.
	10. Modify and update the LEA plan annually.

## Federal and State Programs Checklist

Check (√) all applicable programs operated by the LEA. Any program not listed here should be noted in the “other” category.

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2008-2012

Please complete the following table with information for your district.

Programs	2008-2009 District Entitlements	2009-2010 District Entitlements	2010-2011 District Entitlements	2011-2012 District Entitlement
Title I, Part A	99,763			87,570
Title I, Part D, Neglected/Delinquent	40,113			
Title II Part A, Subpart 2, Improving Teacher Quality	7,426			
Title II, Part D, Enhancing Education Through Technology	1,283			
Title III, Limited English Proficient	400	3,300	4,124.25	2,223
Title III, Immigrant Education				400
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
ASES		1,210,625		
Other (describe)				
<b>TOTAL</b>				

## DISTRICT BUDGET FOR STATE PROGRAMS – 2008-2012

Please complete the following table with information for your district.

Categories	2008-2009 District Entitlements	2009-2010 District Entitlements	2010-2011 District Entitlements	2011-2012 District Entitlements
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)			37,500	37,500 9,000
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)	27,590			
Foster Youth Services Program				
<b>TOTAL</b>				



# I. LEA Needs Assessment

## a. School District Vision and Profile

The overarching vision of the Glenn County Office of Education Programs is to provide its students the opportunities designed to meet individual needs to become literate, lifelong self-directed learners. Through mutual respect within the total school community, we will advance the well being of children and adolescents by generating knowledge and promoting its application. Our youth will grow and learn in a positive atmosphere where faculty, staff, parents, students and community together are enthusiastic about the teaching/learning process.

All teachers and students will be fluent, critical users of technology, making all life-long learners in an information-based, interactive society. To maximize the instructional process, technology will be used to support student's learning regardless of individual learning style, socio-economic background, culture, ethnicity, or geographic location. The appropriate and efficient use of software applications and related media to access and evaluate ongoing student learning information, to analyze and change instruction for increased student improvement, and to communicate these results is essential for quality academic programs.

The county of Glenn is located 90 miles north of Sacramento and 70 miles south of Redding along Interstate 5. The eastern half of Glenn County lies within the Sacramento Valley. The western quarter of the county is within the Coast Ranges, with the remaining quarter in low foothills with narrow valleys.

Far too many of the Glenn County Office of Education residents are trapped in poverty, as shown in the following income comparisons.

Per Capita Income Levels				
California	Glenn County	City of Willows	City of Orland	Hamilton City
\$22,711	\$14,069	\$12,523	\$12,846	\$9,047

U.S. Department of Commerce, Bureau of the Census, 2000

Glenn County Office of Education offers alternative education programs for the student of Glenn County. These programs include Independent Study (Wm. Finch School), Willowglen Court School, Opportunity School, Special Education, Regional Occupation Programs (ROP), Adult Education, Health Services, and Opportunity classrooms sprinkled throughout the county. These programs prove to support our students in their academic, social, mental and physical development.

The needs of special education students are being met through Mild, Moderate and Severe programs and services. Students with severe disabilities' goals are set at annual IEP meetings, where assessment and standards alignment are discussed with parents, and they often participate in the STAR assessment using the CAPA assessment tool. Students with severe disabilities, although they have difficulty meeting the requirements of STAR testing, have been incorporated into the testing process and are making progress at a steady rate.

Wm. Finch Charter School students are taught in an alternative setting (home). Teachers meet with the students and their families at least every two weeks. Student work is monitored and reported. All students are tested in the STAR program and are monitored for success weekly.

By June 2003 all Glenn County teachers have been involved in staff training using Edusoft, an Internet based data system to monitor standards acquisition and student learning.

Leadership at Glenn County Office of Education is a responsibility shared between County Superintendent, Department Assistant Superintendents, directors, instructional staff, students, and parents. The County's emphasis is

on a well-balanced academic core curriculum at all grade levels. Instructional programs are aligned with state and local standards.

Staff members and parents participate on various committees within the county programs that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with the County Office of Education's goals

**b. Glenn County Office of Education Demographic Characteristics**

Data listed below are from the October CBEDS data collection and the STAR Apportionment Information Report. (Available online at <http://data1.cde.ca.gov/dataquest>).

Ethnic/Racial	%
African American not Hispanic	3
American Indian or Alaska Native	5
Asian	1
Filipino	1
Hispanic or Latino	32
Pacific Islander	1
White not Hispanic	57

**Alternative Education**

**Opportunity Schools**

GCOE operates five Opportunity School Classes in conjunction with local school districts throughout the county. The classes are designed for students in grades 7, 8, or 9 who are at risk of dropping out of school because of academics, attendance, and/or behavior. The Opportunity School participates in the ASAM accountability system.

Year	2001-02	2002-03	2003-04	2002-05
Unduplicated Count of Students	64	85	46	64
Number of 90-Day Long Term Students	36	85		42
Attendance Rate	81.17%	90.79%		87.5%
Students Completing 5 Courses per Grading Period	36			

**Willowglen School**

The Mission of Willowglen School, the Glenn County Court School, is:

- To provide a success oriented, positive, nurturing environment through a small, self-contained class, focusing on the individual that will motivate students to develop:
  1. Academic skills
  2. Social skills
  3. Vocational skills including computer literacy
  4. Improved self-esteem
  5. Respect for others
- To enable them to reenter the comprehensive educational system, develop positive relationships with community and family, seek and maintain gainful employment, complete their secondary education, and transition to adult living.

Glenn County Office of Education operates Willowglen School, which serves students who are incarcerated in the Jane Hahn Juvenile Hall in Willows, in conjunction with the Glenn County Juvenile Probation Department. These “Wards of the Court” are detained for periods ranging from one day to over six months.

In 2001-2002, of the 245 students who attended Willowglen School:

- 199 students were enrolled one time
- 38 students were enrolled two times
- 6 students were enrolled three times
- 1 student was enrolled

Enrollment numbers for 2002 – 2005 are as follows:

Year	2002-03	2003-04	2004-05
Unduplicated Count of Students	136		176
Number of Students 90-Day Long Term	1		7

The Court School provides a full educational program for elementary and high school students housed at the Juvenile Hall facility which is a 20-bed facility. The students served are generally in sixth through twelfth grade. Although the enrollment varies with the population, the 2005 CBEDS report shows that: Caucasian students are 23% of the total enrollment. Minority students make up 74% of the population with a breakdown of Native Americans 9 %, Hispanic 55%, African American 9, Asian 1%, and Pacific Islander 0%. Special Education students made up 26.2% of our population.

The majority of the students who enter Willowglen School are behind in high school credits. Many are below grade level in either reading or math or both. Frequently they have attended numerous schools, and their credits are scattered and lost in the movement. The staff at Willowglen School gathers and analyzes the students’ credits. Subsequently, students’ academic programs are aligned to best suit their credit and skill deficiencies. Direct instruction, individualized assignments on their own levels, and small group work are provided.

The staff consists of one teacher at 100% and a six hour per week art teacher. The school is on a year-round schedule of 242 days. Willowglen School is located at the Jane Hahn Juvenile Detention Facility. It presently is an eight-bed facility but will be expanded to 22 beds by Fall 2003.

### **William Finch Charter School**

Our vision of William Finch School is to be the premier provider of a quality Pre K-12 education in Glenn County. The mission of the William Finch School is to provide alternative education that promotes student-parent-teacher community partnerships.

The William Finch School will equip rural students in Glenn County with three kinds of literacy necessary in the 21<sup>st</sup> Century:

- The ability to read, write, speak, and calculate with clarity and precision;
- The ability to excel in an information-based, technologically advanced society;
- The ability to participate passionately and responsibly in the life of the community.

The William Finch School will enable students to become literate, self-motivated, lifelong learners by providing a diverse, student-centered program, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school program/calendar, and will perform service to the greater community. Students will help shape and be responsible for their own education and assessment process.

The William Finch staff and community believe that the most promising strategy for achieving the mission of the school is to develop our capacity to function as a professional learning community. Our goal is to maximize student achievement through a quality standards-based education where the teacher has the ability to apply and integrate knowledge and skills to a particular population in any specific setting. This goal will only be successfully attained if the staff continues to make all decisions involving student achievement by being clear about what we expect our students to know and about what we expect our students to be able to do. Gathering data as the center for all

decision-making will provide us the quantifiable proof, taking emotion and rancor out of our decisions. It will create a climate for meaningful dialogue within our educational community of teachers, parents and students.

- ✓ The *No Child Left Behind Act of 2001* which redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. Higher learning achievement levels are accomplished when students select, communicate and show evidence to an audience about their learning with feedback and recognition. (Black and Williams, 1998; Stiggins, 2000; Jensen, 1998)
- ✓ When parents are involved in talking about learning with their children, the student achieves more and are more likely to be resilient. (Werner and Smith, 1992)
- ✓ The 40 developmental assets are grounded in research on child and adolescent development, risk prevention, and resiliency. (Search Institute, 1990)
- ✓ By improving teacher competence and quality using methods that have proven to work, and a strong accountability for student results, more students will achieve at a higher rate than any other intervention that could be initiated. (Darling-Hammond, 2000)
- ✓ The most promising strategy for achieving the mission of Wm. Finch School is to develop our capacity to function as a professional learning community. We envision a school in which staff:
  - 1) Unite to achieve a common purpose and clear goals;
  - 2) Work together in collaborative teams (Assessment Literacy Teams);
  - 3) Seek and implement promising strategies for improving student achievement on a continuing basis;
  - 4) Use assessments OF (Summative) and FOR (Formative) learning (Stiggins, 2001)
  - 5) Involve students in monitoring the quality of their work, record keeping and communication;
  - 6) Demonstrate a personal commitment to the academic success and general well being of all students.

## **Special Education**

The Glenn County Special Education Local Plan Area (SELPA) serves 649 students with disabilities. All classes are located on general education school sites. Within the SELPA, GCOE operates 21 classes for students with mild, moderate and severe disabilities.

- Students receive Moderate/Severe Services for more than a half-day of individualized instructional support.
- Students are receive Mild/Moderate Services for less than a half-day of individualized instructional support
- Students receive Severe Services with alternative instruction
- Students receive Designated Instructional Services (DIS), such as:
  1. Speech and Language
  2. Vocational Education Training
  3. Itinerant Service for the Visually Impaired and Hearing Impaired
  4. Braille Services
  5. Adult Transition
  6. Vocational Training and Transition Services
  7. Adapted Physical Education
  8. Orientation/Mobility
  9. Occupational Therapy
  10. Physical therapy
  11. Behavior Specialist Consultation
  12. Psychological Services and Support

The Preschool Itinerant Special Day supports services to preschoolers attending their neighborhood preschool programs throughout the county. A collaborative effort between the special education staff, the regular education staff, supportive agencies, and the families of children with special needs provided for a full inclusion supported program to meet the needs of the children.

The Preschool Speech and Language Program provides services to children with identified speech and language needs.

The Early start Teacher provides services in the home for special needs infants. Glenn County SELPA also provides an array of instructional aides to assist with instruction and services for students. It also provides transportation services to qualified special education students with certified bus drivers.

GCOE has a pool of substitute teachers available to work in special education classes. Classroom maintenance is provided by school district custodial staff or by GCOE staff. Certificated staff, instructional aides and other classified support staff participated in professional development activities such as teaching reading, classroom management, transition plans, technology, inclusionary practices and CPR.

Certificated staff are formally evaluated yearly with frequent informal opportunities for support. Specific attention is given to the probationary period and special mentoring for new teachers. CSU Chico interns are employed by GCOE, due to an active partnership with the university.

Glenn County SELPA services are provided at all school location throughout the county. There are central offices in both Willows and Orland with friendly and highly trained staff in both locations.

## **Regional Occupational Program (ROP), a program of the Glenn County Office of Education**

### **1. *Program mission statement and goals:***

Glenn County ROP provides students with the opportunity to acquire necessary skills and career training, which will prepare them for success in a changing workplace, continuing education, and lifelong learning. The goals of the program are:

- To provide students with opportunities to explore, assess, and prepare for a career.
- To assist students to develop a strong work ethic and employability skills necessary to succeed in a career.
- To assist students to reinforce basic academic skills through applied learning experiences.
- To assist students to develop critical thinking and decision making skills.
- To assist students to develop good oral and written communication skills.
- To provide students with an understanding of a rapidly changing society both technological and cultural.

### **2. *Program description:***

The Glenn County Regional Occupational Program (ROP) provides high quality skill training and career guidance for high school juniors and seniors attending public or private high schools, and out of school youth and adults residing within the attendance boundaries of the five participating high schools. Glenn County ROP is one of 73 ROC/Ps throughout the state of California.

Since 1970, Glenn County ROP, a program of the Glenn County Office of Education, has served over 20,000 students in various occupational fields. During the current school year, Glenn County ROP trained over 900 high school and adult students providing them with both entry level and job upgrading skills ensuring initial and continued employment.

Glenn County ROP works in cooperation with local businesses in the community to provide students with current, state-of-the-art classroom, lab and on-the-job training. Over 100 community members serve on various program advisory committees to assure meaningful skill training, a verified job market demand, and a high potential for student placement in every program offered through Glenn

County ROP. The last school year student follow up study revealed that approximately 85% of the students who successfully completed an ROP course and graduated from high school were employed and/or continued their education.

The future is promising because the Glenn County ROP will continue to provide youth and adults in Glenn County with an educational environment that will lead them to become productive members of the community. Through continuing partnerships with local business and industry, training programs will be developed based on current job market demands and student career interests.

### **3. Regional Occupational Program Facts**

- Glenn County ROP was approved by the California Department of Education in July, 1970.
- Glenn County ROP is one of 73 ROP's in California.
- Over 100 community members serve on ROP advisory committees as business partners.
- Over 900 students complete skill training in over 28 occupational fields per year.
- Approximately 85% of ROP course completers continue on to college or enter the workforce after training.
- Most ROP courses have an on-the-job training component (CC/CVE).
- Many ROP courses have 2+2 agreements with Butte College

### **4. Governance Structure**

The Governing Board for the Glenn County ROP is the Glenn County Office of Education Board. The Glenn County ROP Steering Committee consists of the Superintendent or his/her designee from each of the participating districts and meets several times per year. Their authority is to make annual recommendations to the County Board through the ROP Director regarding the following: annual budget, instructional programs, support programs for students, ADA allocations, and making other recommendations to be implemented the Director.

## **Glenn Adult Program (GAP), a program of the Glenn County Office of Education**

### **1. Program mission statement and goals:**

The Mission of the Glenn Adult Program, in an era of rapid technological, economic, and social change, is to provide life long learning opportunities and services to members of our community. The goals of the program are to:

- Provide educational and career/vocational opportunities for adults.
- Serve adults in the state-mandated areas of parenting, basic skills, English as a second language, citizenship, short-term vocational, home economics, health & safety, and programs for older adults and handicapped adults.
- Be open, flexible, and responsive to the needs of the community.

### **2. Program description:**

The Glenn County Office of Education/Adult Education Consortium (GAP) was initially begun in 1994. Glenn County Office of Education has formed an adult education consortium of four school districts (Orland Unified, Princeton Joint Unified, Stony Creek Joint Unified and Willows Unified), which presently serves a non-native English speaking population consisting of 45% of the county residents. According to the 2005 Economic and Demographic Profile of Glenn County from the Center for Economic Development, (California State University at Chico) and our own in-house data; Glenn County's rural population is 27,750 with a 1.0 percent drop out rate. Ethnic groups within the county consist of 62.5% White, 30% Hispanic, 5% Asian, .5% Black and 2% Native American. The languages spoken at home by these students are as follows: Spanish, Vietnamese, Hmong, Lao, Punjabi, Arabic and Russian. The Adult Education Consortium offers a wide range of courses, which include Adult Basic Education (ABE), ESL, Vocational ESL, GED Preparation, Job Readiness, Computer Applications

at two main locations (Orland and Willows) and a dozen or more satellite sites to meet the special needs of our low-income/minimal literacy students.

The Glenn Adult Program is one of five adult education consortiums administered by a county office of education that is approved by the California Department of Education. Because Glenn County is a rural area, many of our school districts are very small and, consequently, would not be able to operate an independent adult program of any significance. Because Glenn Adult Program is an approved county operated program by CDE, each of the four districts is allocated 36 ADA. Multiplying by four, the Glenn Adult Program has a total allocation of 144 ADA, which is significant to operate a cost effective adult program. However, each participating district must maintain 5% of the total ADA or 7 ADA. Because of the small size of the districts participating, it wouldn't be cost effective to operate a single adult program in each district. The partnership allows for quality staff, average class sizes of 12, consistency, a variety of classes, and class locations throughout the county.

### ***3. Glenn Adult Program Facts***

Glenn Adult Program began fall 1994 with two participating districts: Stony Creek Joint Unified School District and Princeton Joint Unified School District. Willows Unified School District joined spring 1995 and Orland joined summer 1995. Glenn Adult Program was officially approved by the California Department of Education to operate as a county office of education adult education consortium on November 20, 1999. Glenn Adult Program enrolled over 1778 students during the 2004-2005 school year. Classes are offered in Orland, Willows, Elk Creek and Princeton,

### ***4. Governance Structure***

The Governing Board for the Glenn Adult Program is the Glenn County Office of Education Board. The Glenn Adult Program Superintendent's Council consists of the Superintendent or his/her designee from each of the participating districts and meets four times per year. The Glenn Adult Program Superintendent's Council authority is to make recommendations to the County Board through the Director regarding annual budget, instructional programs, support programs for students, staff, facilities and other recommendations to be implemented by the Director.

## c. Academic Performance Summary

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

If an activity is checked “No”, indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

#### Statewide Standards

- √Yes \_\_No      a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

#### Statewide Assessments

- √Yes \_\_No      a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.
- √Yes \_\_No      b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.
- √Yes \_\_No      c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.
- √Yes \_\_No      d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics.

#### Statewide Accountability

- √Yes \_\_No      a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

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

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

**A description of high-quality student academic assessment, 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.*

Glenn County SELPA is using “RTI” (Response to Intervention) as school-wide intervention models prior to referrals for Special Education.

William Finch Charter School uses Project BOAST, Edusoft, Odyssey Ware, and Benchmark, a grade-level, locally-created assessment system.

*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.*

Opportunity School and Willowglen participate in ASAM with multiple measures.

**Local Standards-based Assessments**

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

**Local Accountability**

\_Yes No

a. The district will use the results of the student standards-based assessments to review annually the progress of each school.

\_Yes No

b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement.

Though no Glenn County Schools are currently in Program Improvement (PI) status, ongoing support is provided to schools and districts that are in danger of being identified as PI, and is ready to support any schools that are identified in the future.

\_Yes No

c. The district provides the required public school choice and supplemental services in Program Improvement schools.

At this time no schools or districts are required to offer public school choice or supplemental services. No other specific services in the county.

\_Yes No

d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

**3. Coordination and Integration of Federal and State Educational Programs**

**Program Coordination and Integration**

\_Yes No

a. All programs and program funds identified as being coordinated by the LEA Plan (See page 67) are integrated into a cohesive instructional program, including support services, that ensures that all students will meet the challenging academic content and performance standards.

## II. Performance Goals

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

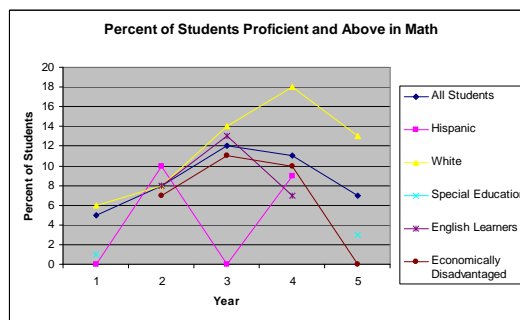
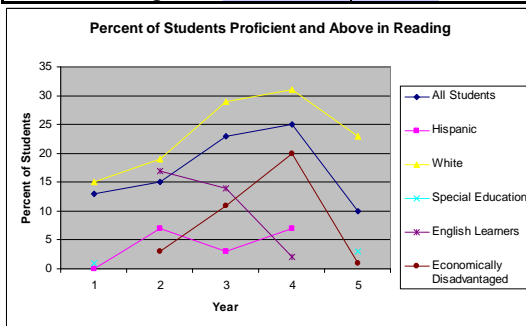
A minimum percentage of students at each school must perform at or above the “proficient” level each year in reading-language arts and math. The minimum percentage of students who are required to meet or exceed the proficient level each year applies separately to each subgroup, as well. To be considered significant, a subgroup must include at least 50 students and comprise 15% of the school population, or 100 students.

### **Performance Indicators 1.1 and 1.2 – Reading/Language Arts and Math**

Targets for the percentage of students performing at and above the proficient level, on the California Standards Test (CST) for 23% for reading, and 23.7% for math.

Percent of Students Proficient and Above

	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
All Students	13	5	15	8	23	12	25	11	10	7
Hispanic	0	0	7	10	3	0	7	9		
White	15	6	19	8	29	14	31	18	23	13
Special Education	1	1							3	3
English Learners			17	8	14	13	2	7		
Economically Disadvantaged			3	7	11	11	20	10	1	0



## Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Glenn County Office of Education will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> <li>1) Administrators will supervise and evaluate teachers according to their ability to teach the standards.</li> <li>2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards.</li> <li>3) All textbooks and supplemental materials will align with the content standards and on the current adoption list of the State Board of Education</li> <li>4) Local assessments will stress mastery of standards-based content.</li> <li>5) As required by SB2042 induction requirements, all new teachers will participate in BTSA which focuses on standards.</li> <li>6) All teachers will utilize technology – including Edusoft and Standards Management System (SMS) to align assessment with standards.</li> <li>7) Utilize Curriculum Calibration to align instruction to standards.</li> <li>8) Creation of Course outlines for Grade 7 – 12 at William Finch</li> <li>9) Pacing guides are used for each grade level and course at William Finch</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Substitute costs BTSA costs Edusoft contract SMS</p>	<p>\$100/day \$3500/teacher \$2500</p>	<p>General Funds Title I, Part D Title II Title V</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Improvement of instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1) The County Office of Education will purchase materials on the State-Adopted List (K-8) or aligned with the standards (9-12).</li> <li>2) Standards will be available in rooms as appropriate for students to see and will be provided for all students and parents.</li> <li>3) Teachers will regularly examine student work samples to ensure that students are mastering grade level standards.</li> <li>4) Teacher/student lessons, assignment logs, and training will make explicit reference to the standards being taught.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Substitute costs Standards materials</p>		<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ol style="list-style-type: none"> <li>1) COE will offer/collaborate with agencies that offer preschool programs; these programs will focus heavily on language development and pre-reading programs.</li> <li>2) COE will offer Kindergarten Transition programs that develop language and reading readiness skills.</li> <li>3) COE will provide an After School Program that will include reading learning activities, tutoring, and recreation to support student achievement in reading.</li> <li>4) High schools offer intervention programs and courses for CAHSEE preparation.</li> <li>5) COE's supplemental services developed collaborative supplemental instructional programs across schools.</li> <li>6) Some classrooms (e.g., Willowglen) will implement "Reading Naturally."</li> <li>7) Students are identified and provided services through Response to Intervention (RTI) program.</li> <li>8) Students who are tested and qualify will participate in GATE activities</li> <li>9) Odysseyware</li> <li>10) Writing courses</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Instructional aides salary Reading Intervention Programs Reading Naturally Program After School coordinator and staff</p>	<p>\$10,000/aide \$???? \$???? \$ ?????</p>	<p>General Funds Title I, Part D Title II Title V Special Education Child Development 21<sup>st</sup> Century Grant</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> <li>1) Use of listening centers in preschool and primary classrooms.</li> <li>2) SMS will be used as a resource to locate, plan, and use standards-related materials in the classroom</li> <li>3) Use of Edusoft with staff and parents.</li> <li>4) Use of multi-modality technology as an instructional strategy.</li> <li>5) Use of technology to teach technical reading for industry-based standards and analysis.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Edusoft contract Listening centers Video and multimedia technology</p>	<p>\$2500 \$500 \$4000</p>	<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1) GCOE administrators will participate in AB 75 training with a module specifically devoted to reading.</li> <li>2) GCOE teachers will participate in AB 466 training that has a heavy emphasis on appropriate use of state-adopted, standards-based materials.</li> <li>3) New teachers will participate in BTSA with activities that focus on the use of standards-based reading materials.</li> <li>4) Whenever GCOE adopts new standards-based reading materials, all pre-12 teachers will participate in professional development related to their use.</li> <li>5) All teachers will participate in Edusoft training.</li> <li>6) All teachers will participate in training in utilizing classroom data for instructional decision making.</li> <li>11) GCOE has initiated student learning teams, a data collection system, and periodic formative assessment.</li> <li>12) GCOE administrators and teachers will participate in California Subject Matter Projects activities to increase content area expertise.</li> <li>13) GCOE will send a team to CALSTAT training on Response to Intervention in Chico</li> <li>14) Wm Finch teachers receive ongoing training on intervention</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers  Consultants</p>	<p>AB 75 training costs AB 466 training cost BTSA costs Substitutes costs Edusoft contract</p>	<p>\$3500/teacher \$100/day \$2500</p>	<p>General Funds Title I, Part D Title II Title V Title I, Part A</p>

<p>programs and teaching strategies.</p> <p>15) GCOE will offer study and training on the appropriate selection and instruction of vocabulary to increase student achievement.</p>				
Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ 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>1) Each department will maintain a site or policy council with appropriate representation from staff, parents, and community. Each council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Councils also contribute input on how to improve school reading programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>3) Each parent will be invited to two parent conferences, at which teachers discuss the reading program and assessment results.</p> <p>4) Parent reporting is provided at the same frequency as the school reports general education progress.</p> <p>5) Wm Finch parents are contacted every 2 weeks to plan instruction and monitor progress.</p> <p>6) Trainings are offered to parents on writing strategies and the use of state adopted textbooks</p>	<p><b>2002-2008</b></p> <p>Administrators Teachers Parents</p>	<p>Edusoft contract Substitute costs</p>	<p>\$2500 \$100/day</p>	<p>General Funds Title I, Part D Title II Title V PAR</p>
Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)</p> <p>1) Supplemental school reading development courses will be provided for all students who have failed the</p>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Aide salary</p>	<p>\$10,000 \$1000</p>	<p>General Funds Title I, Part D Title II</p>

<p>English/Language Arts portion of the CAHSEE.</p> <p>2) 9th grade reading classes will be provided for entering freshmen with poor reading skills.</p> <p>3) Additional aide is supplied to reduce teacher/student ratio in pre-school.</p> <p>4) Kinder Kits will be supplied on the child's fourth birthday to all incoming Kindergarten students.</p> <p>5) Reading intervention is used at Court School to provide supplemental instruction to students below grade level in reading.</p>	<p>Instructional Aides</p> <p>Parents</p>	<p>KinderKits</p> <p>Reading lab</p>	<p>\$3000</p>	<p>Title V</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Reading</b></p>	<p>Implementers/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>8. Monitoring program effectiveness.</p> <p>1) The GCOE board and administration will fully support the Public School Accountability Act.</p> <p>2) COE will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data, ASAM, DRDP, API and AYP results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p> <p>5) EduSoft will be used to analyze student achievement data to determine overall student. Sub-group, and program effectiveness on a timely basis.</p>	<p><b>2002-2008</b></p> <p>Administrators</p> <p>Teachers</p>	<p>Edusoft contract</p>	<p>\$2500</p>	<p>General Funds</p> <p>Title I, Part D</p> <p>Title II</p> <p>Title V</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Reading</b></p>	<p>Implementers/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups</p> <p>1) RtI Coordinator will help with testing to determine which students will be assigned to work with Reading Specialists, and which students will work with other teachers providing interventions and other reading strategies within schools.</p> <p>2) Reading Specialist teachers will be assigned to work with</p>	<p><b>2002-2008</b></p> <p>Administrators</p> <p>RtI Coordinator</p> <p>Teachers</p>	<p>Reading specialist salary</p> <p>Instructional aide salary</p> <p>Edusoft contract</p> <p>Software</p> <p>Odyssey Ware</p>	<p>\$44,000</p> <p>\$10,000</p> <p>\$2500</p> <p>\$3000</p> <p>\$ ?????</p>	<p>Title I, Part A</p> <p>Funds</p> <p>General Funds</p> <p>Title I, Part D</p> <p>Title II</p> <p>Title V</p>



<p>students in grades 2-9 who score below Q1.</p> <ol style="list-style-type: none"> <li>3) Students in grades 2-5 scoring “below basic” and “far below basic” on the California Standards Test in reading will receive extra help from reading specialists and aides.</li> <li>4) Odyssey Ware will be implemented to assist Wm Finch students who are “below basic” and “far below basic”</li> <li>5) Students in grades 10-11 not proficient in the English/Language Arts section of CAHSEE or identified by teachers will be provided remediation through intervention coursework or tutoring programs.</li> <li>6) EduSoft will be used on a timely basis to analyze student data to determine lowest performing student groups. Results will be used to base effective individual and group assistance.</li> </ol>				
Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>Foster Youth Services Program (FYS) provides the following services for each Glenn County child in grades K-12 placed in a group or foster home:</p> <ol style="list-style-type: none"> <li>1. FYS locates and tracks school documents to develop and maintain an “educational passport” for each child entering the foster care system. This information assists with school placement and coordination of special education services.</li> <li>2. FYS attends IEP meetings for students receiving services.</li> <li>3. FYS participates on the SARB board for all foster youth.</li> <li>4. FYS has provided additional tutoring services for foster youth.</li> <li>5. FYS has provided foster youth with computers.</li> <li>6. FYS is designed to help promote educational success for foster youth through advocacy, mentoring, tutoring, vocational training and comprehensive guidance.</li> <li>7. AB 490 LEA Liaison and Contact person</li> <li>8. FYS is a community partner in the Family to Family Program.</li> </ol>	<p>Foster and Youth Services Coordinator –</p>	<p>Salaries Tutoring Services Clerical support Health and Education passports Advocacy Foster parent trainings Trainings for educational staff on foster youth Transportation Counseling referrals Special education services Appropriate school placements</p>	<p>\$30,000/year</p>	<p>State Funded Grant \$ 25,272.00 /year</p>

<p>McKinney-Vento Homeless Assistance Act (Title X part C of NCLB)</p> <ol style="list-style-type: none"> <li>1. Immediate enrollment in school and after school programs.</li> <li>2. Remaining in the school of Origin.</li> <li>3. Accessing specialized services when eligible.</li> <li>4. Providing transportation to and from school and after school programs.</li> <li>5. Providing an on-site tutor to work with homeless children and youth.</li> <li>6. Homeless children and youth have priority enrollment for pre-school, mentoring programs and after school programs.</li> <li>7. District Liaisons for all LEAs in the county</li> <li>8. Dispute Resolution Policy</li> <li>9. Homeless students have equal access to all programs.</li> <li>10. Public notice of educational rights is disseminated.</li> <li>11. Homeless students automatically qualify for Title I services.</li> </ol>	<p>McKinney Vento Homeless Education Coordinator</p>	<p>Salaries  Transportation  Tutoring Services  Clothing vouchers  Backpacks  School Supplies  Trainings  Hygiene kits  Enrollment support  Pre-school enrollment  After-school programs  Referrals to medical and dental appt.  Title 1 services  Advocacy</p>	<p>\$150,000/year</p>	<p>Federal Funding Grant  \$120,000/ year</p>
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## Planned Improvement in Student Performance in Math

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

Description of Specific Actions to Improve Education Practice in <b>Math</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ol style="list-style-type: none"> <li>1) Administrators will supervise and evaluate teachers according to their ability to teach the standards.</li> <li>2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards.</li> <li>3) All textbooks and supplemental materials will align with the content standards</li> <li>4) Local evaluations will stress mastery of standards-based content.</li> <li>5) As required by SB2042 induction requirements, all new teachers will participate in BTSA which focuses on standards.</li> <li>6) All teachers will utilize technology, including Edusoft and SMS, to align assessment with standards.</li> <li>7) Utilize Curriculum Calibration to align instruction to standards.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Substitute costs BTSA costs Edusoft contract</p>	<p>\$100/day \$3500/teacher \$2500</p>	<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Math</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Improvement of instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1) The County Office of Education will purchase materials on the State-Adopted List (K-8) or aligned with the standards (9-12).</li> <li>2) Standards will be available in rooms as appropriate for students to see and provided for all students and parents.</li> <li>3) Teachers will regularly examine student work samples to ensure that students are mastering g grade level standards.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Substitute costs Standards materials</p>	<p>\$100/day \$100/student</p>	<p>General Funds Title I, Part D Title II Title V</p>

<ul style="list-style-type: none"> <li>4) Teacher/student lessons, assignment logs, and training will make explicit reference to the standards being taught.</li> <li>5) Teachers will have access to SMS resources to align curriculum and other materials to standards.</li> </ul>				
Description of Specific Actions to Improve Education Practice in <b>Math</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>1) COE will offer/collaborate with agencies that offer preschool programs; these programs will focus heavily on math programs.</li> <li>2) COE will offer Kindergarten Transition programs that develop math readiness skills.</li> <li>3) COE will provide an after school program that will include standards-based instruction, tutoring and recreation to support learning in math.</li> <li>4) High schools will offer a course for CAHSEE preparation.</li> <li>5) GATE activities will be available to qualifying students</li> <li>6) Odysseyware</li> <li>7) Math lab and Math classes will be available</li> </ul>	<p style="text-align: center;"><b>2002-2008</b></p> <p style="text-align: center;">Administrators Teachers</p>	<p>Instructional aide After school coordinators and staff</p>	<p>\$10,000</p>	<p>General Funds Title I, Part D Title II Title V 21<sup>st</sup> Century</p>
Description of Specific Actions to Improve Education Practice in <b>Math</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>1) Use of listening centers in preschool and primary classrooms.</li> <li>2) Use of Edusoft with staff and parents.</li> <li>3) Use of multi-modality technology as an instructional strategy</li> <li>4) Use of technology to teach technical math for industry-based standards and analysis.</li> </ul>	<p style="text-align: center;"><b>2002-2008</b></p> <p style="text-align: center;">Administrators Teachers</p>	<p>Edusoft contract Listening centers Video and multimedia technology SMS resources</p>	<p>\$2500 \$500 \$4000</p>	<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Math</b>	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>5. Staff development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1) GCOE administrators will participate in AB 75 training with a module specifically devoted to math.</li> <li>2) GCOE teachers will participate in AB 466 training that has a heavy emphasis on standards-based materials.</li> <li>3) CSU Chico Math Project will offer an ongoing course in Algebraic thinking for teachers of grades 5-10</li> <li>4) New teachers will participate in BTSA with activities that focus on the use of standards-based math materials.</li> <li>5) Whenever GCOE adopts new standards-based math materials, all pre-12 teachers will participate in professional development related to their use.</li> <li>6) All administrators and teachers will participate in Edusoft and SMS training.</li> <li>7) All administrators and teachers will participate in training in utilizing classroom data for instructional decision making.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers Chico Math Project</p>	<p>AB 75 training costs AB 466 training cost BTSA costs Substitutes costs Edusoft contract Chico Math Project contract</p>	<p>\$3500/teacher \$100/day \$2500 \$4000</p>	<p>General Funds Title I, Part D Title II Title V</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Math</b>.</p>	<p>Implementers/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</p> <ol style="list-style-type: none"> <li>1) Each department will maintain a site or policy 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. Councils also contribute input on how to improve school math programs.</li> <li>2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</li> <li>3) Each parent will be invited to two parent conferences, at which teachers discuss the math program and assessment results.</li> <li>4) Wm Finch parents will be contacted every 2 weeks to plan instruction and report on student progress</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers  Parents</p>	<p>Edusoft contract Substitute costs</p>	<p>\$2500 \$100/day</p>	<p>General Funds Title I, Part D Title II Title V</p>

Description of Specific Actions to Improve Education Practice in <b>Math</b> .	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)</p> <ol style="list-style-type: none"> <li>1) Supplemental school math development courses will be provided for all students who have failed the math portion of the CAHSEE.</li> <li>2) 9th grade math classes will be provided for entering freshmen with poor math skills.</li> <li>3) Additional aide is supplied to reduce teacher/student ratio in pre-school.</li> <li>4) Kinder Kits will be supplied on the child's fourth birthday to all incoming Kindergarten students.</li> <li>5) Response to Intervention (RTI) will be used to identify students and provide appropriate remediation.</li> <li>6) Wm finch will offer Algebra I, Algebra II, and geometry courses for students with poor math skills.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p> <p>Parents</p>	<p>Aide salary KinderKits Reading lab</p>	<p>\$10,000 \$1000 \$3000</p>	<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Math</b> .	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness.</p> <ol style="list-style-type: none"> <li>1) The GCOE board and administration will fully support the Public School Accountability Act.</li> <li>2) GCOE will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</li> <li>3) Opportunity Classes and Willowglen target math as an ASAM Performance Indicator; data is tracked throughout the year and used to make instructional decisions.</li> <li>4) Test data, ASAM, DRDP, API and AYP results will be used to monitor programs and drive changes in instructional practice, when needed.</li> <li>5) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</li> <li>6) EduSoft will be used to analyze student achievement data to determine overall student. Sub-group, and program</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teachers</p>	<p>Edusoft contract</p>	<p>\$2500</p>	<p>General Funds Title I, Part D Title II Title V</p>

effectiveness on a timely basis.				
Description of Specific Actions to Improve Education Practice in <b>Math</b> .	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups.</p> <ol style="list-style-type: none"> <li>1) Math Specialist teachers will be assigned to work with students in grades 2-9 who score below Q1.</li> <li>2) Students in grades 2-5 scoring “below basic” and “far below basic” in math will receive extra help from specialists and aides.</li> <li>3) Students in grades 10-11 who fail the Math section of CAHSEE will be provided through tutoring programs.</li> <li>4) EduSoft will be used on a timely basis to analyze student data to determine lowest performing student groups. Results will be used to base effective individual and group assistance.</li> </ol>	<p><b>2002-2008</b></p> <p>Administrators Teacher</p>	<p>Instructional aide salary Edusoft contract Software</p>	<p>\$10,000 \$2500 \$3000</p>	<p>General Funds Title I, Part D Title II Title V</p>
Description of Specific Actions to Improve Education Practice in <b>Math</b> .	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>Foster Youth Services Program provides the following services for each Glenn County child in grades K-12 placed in a group or foster home:</p> <ol style="list-style-type: none"> <li>1. FYS locates and tracks school documents to develop and maintain an “educational passport” for each child entering the foster care system. This information assists with school placement and coordination of special education services.</li> <li>2. FYS attends IEP meetings for students receiving services.</li> <li>3. FYS participates on the SARB board for all foster youth.</li> <li>4. FYS has provided additional tutoring services for foster youth.</li> <li>5. FYS has provided foster youth with computers.</li> <li>6. FYS is designed to help promote educational success for foster youth through advocacy, mentoring, tutoring, vocational training and comprehensive guidance.</li> <li>7. AB 490 LEA Liaison and contact person</li> </ol>	<p>Foster Youth Services Coordinator –</p>	<p>Salaries Tutoring Services Clerical support Health and Education passports Advocacy Foster parent trainings Trainings for educational staff on foster youth Transportation Counseling referrals Special education services Appropriate school placements</p>	<p>\$30,000/year</p>	<p>State Funded Grant \$25,272/year</p>

<p>8. FYS is a community partner for the Family to Family Program</p> <p>McKinney-Vento Homeless Assistance Act (Title X part C of NCLB)</p> <ol style="list-style-type: none"> <li>1. Immediate enrollment in school and after school programs.</li> <li>2. Remaining in the school of origin.</li> <li>3. Accessing specialized services when eligible.</li> <li>4. Providing transportation to and from school and after school programs.</li> <li>5. Providing an on-site tutor to work with homeless children and youth.</li> <li>6. Homeless children and youth have priority enrollment for pre-school, mentoring programs and after school programs.</li> <li>7. District Liaisons for all LEAs in the county</li> <li>8. Dispute Resolution Policy</li> <li>9. Homeless students have equal access to all programs.</li> <li>10. Public notice of educational rights is disseminated.</li> <li>11. Homeless students automatically qualify for Title I services.</li> </ol>	<p>McKinney Vento Homeless Education Coordinator</p>	<p>Salaries Tutoring Back packs School supplies Hygiene Kits After-School programs Transportation Uniforms Clothing vouchers Pre-school enrollment Enrollment support Locating records Referrals to medical and dental Title 1 services Advocacy</p>	<p>\$150,000/year</p>	<p>Federal Funding Grant \$88,830/year</p>
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