

District Name: Windsor Unified School District

CD Code: 49-75358

**LOCAL EDUCATIONAL
AGENCY PLAN ADDENDUM TEMPLATE**

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

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

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

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source

<p>The Windsor Unified School District has continued to show significant growth in the API each year for the past five years. Students in the at-risk subgroups have not been able to keep pace with the targets set forth by NCLB.</p> <p>A. The Windsor Unified School District review of curriculum follows the state adopted cycle. California suspended the process and procedures for adopting instructional materials in 2009, including any framework revisions until the 2013-14 school year. The Windsor Unified School District has complied with the current adoption of California approved standards-based instructional materials. It is anticipated that the Common Core Standards will be fully implemented when adopted instructional materials and assessments are developed and available. Content standards are examined for K-12 articulation and the curriculum is revised, as necessary.</p> <p>B. The use of the current adopted basic core and program materials has been consistently used by classroom teachers. <i>Writing By Design</i>, a systematic approach to school-wide based writing instruction was implemented successfully in all comprehensive K-5 elementary school classrooms in 2009 to replace the inferior writing program that was embedded into the Houghton Mifflin Language Arts series. The <i>Writing By Design</i> program was embraced and implemented with fidelity and has provided students and teachers with a highly systematic and successful approach to teaching writing. It is anticipated that the grade six language arts teachers will be provided opportunities to articulate with the elementary school teachers to further develop their knowledge of this systematic writing program.</p> <p>C. District and site administrators will ensure that all</p>	<p>Director of Educational Services District Leadership Team Principals and Site Administrators Classroom Teachers K-5 Classroom Teachers District and Site Administrators Classroom Teachers and Site</p>	<p>Upon Common Core Standards Instructional Materials Adoption</p>	<p>N/A at present N/A \$2,000 N/A</p>	
---	--	--	---	--

<p>students have access to the core curriculum by operating daily schedules that allocate required instructional time in the core and/or intervention curriculum for all students.</p> <p>D. Teacher analysis of student data has been greatly enhanced through the continued diligent use of <i>Data Director</i>. Continue staff development efforts in the enhanced use of <i>Data Director</i>.</p> <p>E. Due to budget-driven program eliminations, the Windsor Unified School District struggled to maintain remediation protocols and intervention practices for students at-risk. While many meetings and discussions took place, funds were no longer available to support the remediation strategies that were previously offered. Examples of such remediation efforts that were reduced or eliminated due to budget reduction included summer school, after school hourly tutorial programs, and the Omega credit make-up program. The high school Bridges and Phoenix programs for targeted freshman and sophomore students were developed to address this need.</p>	<p>Administrators</p> <p>Director of Educational Services</p> <p>District and Site Administrators</p>	<p>2012-14</p> <p>2012-14</p>		
---	---	-------------------------------	--	--

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

English Language Arts	Target (AMO-78%) 2011/2012	% Projected Growth 2011/2012	% Tested 2010/2011	% Proficient/Advanced Growth 2010/2011	Target (AMO-67%) 2010/2011	% Proficient/Advanced Growth 2009/2010	Target (AMO-56%) 2009/2010
District – All Students	78%	18.0%	99%	1.9%	60.0%	0.6%	58.1%
Hispanic	78%	35.5%	99%	2.0%	42.5%	1.3%	40.5%
White	78%	4.3%	99%	1.7%	73.7%	0.5%	72.0%
Socio-Econ. Disadvan.	78%	37.2%	98%	2.5%	40.8%	1.8%	38.3%
English Learners	78%	42.6%	98%	0.2%	35.4%	1.6%	35.2%

Students w/Disabilities	78%	43.1%	96%	-5.1%	34.9%	-4.8	40.0%	8.7%
Mathematics	Target (AMO-78.2%) 2011/2012	Projected Growth 2011/2012	% Tested 2010/ 2011	% Proficient/ Advanced Growth 2010/2011	Target (AMO-67.3%) 2010/2011	% Proficient/ Advanced Growth 2009/2010	Target (AMO-56.4 %%) 2009/2010	Growth 2008/200
District – All Students	78.2%	17.7%	99%	3.1%	60.5%	0.2%	57.4%	5.0%
Hispanic	78.2%	29.6%	98%	3.5%	48.6%	0.3%	45.1%	4.9%
White	78.2%	8.5%	99%	2.6%	69.7%	0.4%	67.1%	5.6%
Socio-Econ. Disadvan.	78.2%	31.3%	98%	3.6%	46.9%	1.2%	43.3%	13.7%
English Learners	78.2%	33.9%	98%	1.7%	44.3%	-2.6%	42.6%	15.6%
Students w/Disabilities	78.2%	41.5%	95%	-3.7%	36.7%	0.6%	40.4%	6.6%

Additional Indicator – Academic Performance Index (API)

API Growth Year	CDE Minimum API Target	WUSD API	GROWTH
2011/2012	740	TBD	TBD
2010/2011	710	784	12
2009/2010	680	772	8
2008/2009	650	764	17
2007/2008	620	747	13

Additional Indicator – Graduation Rate

School Year	Reporting Year	Actual Fixed Graduation Rate	Fix Graduation Rate Target	Alternative (Calcula
2011/2012	2011	TBD	TBD	
2010/2011	2010	86.61%	84.24%	
2009/2010	2009	82.97%	82.75%	

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

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The agenda for the monthly District Leadership Team (DLT) meetings will include discussions from the educational reform works of Robert Marzano and Douglas Reeves. Specifically, Marzano's publication will include strategies from <i>The Highly Engaged Classroom</i> and <i>Teaching and Assessing 21st Century Skills</i>. The DLT has begun reading, and will continue to discuss, Douglas Reeves' publication, <i>The Learning Leader</i>.</p> <p>Participation in <i>Pivot Learning Partners</i> cohort with other districts in the North Bay Training Collaborative for Redesigning Teacher Evaluation Systems.</p> <p>Principals at each school will follow the District timeline for monitoring and evaluating program effectiveness and revising, as appropriate, their Single Plan for Student Achievement (SPSA). Each school's site council will annually revise the SPSA based upon student achievement, ongoing monitoring, and district targets.</p>	<p>Superintendent District Administrators Principals District Leadership Team</p> <p>District and Site Administrators Teacher Leaders</p> <p>District and Site Administrators School Site Councils Classroom Teachers</p>	<p>2011-13</p> <p>2011-12</p> <p>2011-12</p>	<p>\$750</p> <p>\$4000 for Substitutes</p> <p>N/A</p>	<p>Title II</p> <p>Title II SCOE</p> <p>N/A</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/lac/ti/stateassessi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source

<p>Although implementation of the new Common Core Standards is not projected until 2014-15 school year, and instructional materials and assessments will not be ready by that date, it is important that discussions begin regarding the Common Core State Standards.</p> <p>Continue to promote the purpose and use of the <i>My Student</i> and <i>Snap Grades</i> to secondary school parents to keep them informed of their child's academic progress and attendance status.</p> <p>Continue to support the District School Leadership Team (DSLTL) at Cali Calmécac Language Academy as they address their Program Improvement status.</p> <p>Continue to enhance teacher development in the use of the <i>Assess to Know</i> feature in <i>Data Director</i> to develop and administer formative and summative standard assessments.</p> <p>Facilitate classroom teachers to vertically and laterally articulation of the content standards focusing initially on the transition grades.</p>	<p>District and Site Administrators Classroom Teachers Staff</p> <p>Site Administrators Classroom Teachers Counselors Attendance and Welfare Clerks Community Liaisons</p> <p>District and Site Administrators Classroom Teachers PI Mentor</p> <p>District and Site Administrators</p> <p>District and Site Administrators Classroom Teachers</p>	<p>2012-16</p> <p>2012-2014</p> <p>2012-13</p>	<p>TBD</p> <p>N/A</p> <p>\$9200</p>	<p>TBD</p> <p>N/A</p> <p>Title I</p>
--	--	--	-------------------------------------	--------------------------------------

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Provide structure (time, frequency, process protocols, etc.) and support (substitute teachers, calendared time, skilled facilitators and leaders) for ongoing training and collaboration opportunities for teachers, administrators, and paraprofessionals.</p> <p>Continue the regular scheduling of collaboration and articulation opportunities for grade levels and departments.</p> <p>Classroom teachers will continue to utilize collaboration time to focus on the use of formative assessment, curriculum embedded assessment data, data analysis, instructional planning, and lesson delivery in order to adjust and strengthen instructional practices and address the needs of all students.</p>	<p>District and Site Administration and appropriate leadership teams</p>	<p>2012-14</p>	<p>\$30,000</p>	<p>Title I set-aside funds Title II Title III</p>
<p>Continue to provide, as available, modified SB 472 training for select elementary school teachers in the use of the Scott Foresman (EnVisions) adoption for math.</p>	<p>District and Site Administration and Classroom Teachers</p>	<p>2012-13</p>	<p>\$5,000</p>	<p>Title I set-aside funds Title II</p>
<p>Professional development and coaching will be differentiated by content, grade/course level, and individual teacher need.</p>	<p>Site Administrators and Educational Services</p>	<p>2012-13</p>	<p>\$7,500</p>	<p>Title I set-aside funds Title II</p>

6. English Learners

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

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

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

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Annual Measurable Achievement Objectives (AMAO)</p> <p>Goal 2A: AMAO1</p> <p>Each English Learner (EL) will have an annual growth target based on his or her previous California English Language Development Test (CELDT) score.</p> <p>Annual Growth Target: 57.5 % of the ELs at Beginning, Early Intermediate and Intermediate will gain one proficiency level. 57.5% of the ELs at the Early Advanced and Advanced level will reach the English proficient level (bring all skills measured on the CELDT up to the Intermediate level). 57.5% of the ELs at the English Proficient level are</p>				

<p>expected to maintain that level.</p>				
<p>Goal 2B: AMAO 2</p>				
<p>Each English Learner will attain English proficiency scoring Early Advanced or Advanced Overall with each skill area scores (listening, speaking, reading, writing) at the Intermediate level or above. 21.4% of the ELs receiving EL services for less than five years will attain English proficiency. 47% of the ELs receiving EL services for five years or more will attain English proficiency.</p>				
<p><i>Describe scientifically based research strategies to improve English-language development (ELD). AMAO 1,2.)</i> OBJECTIVE: Full and consistent implementation of standards-based ELD instruction to all EL students at all grade levels.</p>				
<p>Tasks and activities to support the goals:</p>				
<p>The district will use a student data system to ensure student EL status and information is readily available.</p>				
<p>The district will purchase ancillary materials that will help teachers to support ELs including ELD textbooks and software programs geared to language development.</p>				
<p>Teachers and administrators will be trained on DATA DIRECTOR to know how to produce local data reports that show EL's English Language Development (ELD) proficiency levels and academic performance (e.g. CELDT and CST scores)</p>				
<p>Each school will have an English Language Development</p>				

<p>Coordinator who provides intervention and support classes for targeted ELs.</p> <p>ELs will be grouped by language proficiency for ELD instruction.</p> <p>Daily ELD instruction will be provided to EL students at all levels of proficiency.</p> <p>Teachers and principals will group EL by similar CELDT levels and grade level when setting up classes for the next school year.</p> <p>Assessment will be used to inform and motivate students. ELD teachers will communicate with EL students the results of the CELDT (and other assessments) through “test chats” and goal setting.</p> <p>Goal 2C: AMAO 3</p> <p>78% of the EL subgroup for AYP will score proficient on the CSTS in English Language Arts or will make sufficient improvement as to meet the AYP for ELs in ELA.</p> <p><i>Describe scientifically based research strategies to improve academic achievement in English reading/language arts.</i></p> <p>OBJECTIVE: A variety of ELA support and intervention options will be designed and implements for ELs to ensure that they access grade level ELA curriculum. This includes sheltered English courses at the secondary and strategic and intensive interventions at all grade levels.</p> <p>Tasks and activities to support the goals:</p> <p>District will ensure that all students continue to have state</p>	<p>Principals</p> <p>Principals/teachers ELD coordinators</p> <p>Principals/teachers ELD coordinators</p> <p>Principal/teachers ELD coordinators</p> <p>ELD coordinators</p> <p>Principals</p>	<p>Fall 2011</p> <p>Ongoing</p> <p>May 2012</p> <p>Oct. 2011 Feb. 2012</p> <p>Jan. 2012</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>\$10,000</p>	<p>EIA</p> <p>School</p>
---	--	---	---	--------------------------

<p>adopted core ELA textbooks and intervention materials for those who are reading two or more years behind grade level.</p> <p>Teachers of EL students will have common planning time to collaborate with grade levels and departments around student work, assessments and lesson planning.</p> <p>Teachers of EL students will administer Common Formative Assessments and meet to analyze the data, monitor student progress, and improve instructional strategies and assessment tools.</p> <p>Principals will observe ELA and intervention lessons to monitor the implementation of the core and intervention materials.</p> <p>Schools will develop clear entry and exit criteria for ELA interventions. Schools will use formative assessments and/or benchmark tests to monitor progress and regroup students as appropriate.</p> <p>ELD coordinators will review assessment data and reclassification criteria to reclassify EL students to R-FEP as appropriate.</p> <p>ELD coordinators will monitor R-FEP progress.</p> <p>Goal 2C: AMAO 3</p> <p>78.5% of the EL subgroup for AYP will score proficient on the CSTS in math or will make sufficient improvement as to meet the AYP for ELs in math.</p> <p><i>Describe scientifically based research strategies to improve academic achievement in English reading/language arts.</i></p>	<p>Principals</p> <p>Principals/teachers</p> <p>Principals</p> <p>Principals/teachers</p> <p>ELD coordinators</p> <p>ELD coordinators</p>	<p>Shortened Wednesdays</p> <p>Once per quarter or trimester 2x per year</p> <p>Once per quarter or trimester</p> <p>Oct. 2011 Feb. 2012 Oct. 2012</p> <p>Mar. 2012 Oct. 2012</p>	<p>None</p> <p>None (unless principals choose to use subs) None</p> <p>None</p> <p>None</p> <p>None</p>	<p>textbook lottery funds</p>
--	---	---	---	-------------------------------

<p>OBJECTIVE: A variety of math support and intervention options will be designed and implemented for ELs to ensure that they access grade level math curriculum. This includes sheltered English math courses at the secondary and strategic and intensive interventions at all grade levels.</p> <p>Tasks and activities to support the goals:</p> <p>District will ensure all students have state adopted core math textbooks and intervention materials for those who are more than 2 years behind grade level.</p> <p>Teachers of EL students will have common planning time to collaborate with grade levels and departments around student work, assessments and lesson planning.</p> <p>Teachers of EL students will administer Common Formative Assessments and meet to analyze the data, monitor student progress, and improve instructional strategies and assessment tools.</p> <p>Principals will observe math and intervention lessons to monitor the implementation of the core and intervention materials.</p> <p>Schools will develop clear entry and exit criteria for math interventions. Schools will use formative assessments and/or benchmark tests to monitor progress and regroup students as appropriate.</p> <p>ELD coordinators will review assessment data and reclassification criteria to reclassify EL students to R-FEP as appropriate.</p> <p>ELD coordinators will monitor R-FEP progress in math.</p>	<p>Principals</p> <p>Principals</p> <p>Principals/teachers</p> <p>Principals</p> <p>Principals/teachers</p> <p>ELD coordinators</p> <p>ELD coordinators</p>	<p>Fall 2011 Fall 2012</p> <p>Shorten Wed.</p> <p>Once per quarter or trimester</p> <p>2x per year</p> <p>Once per quarter or trimester</p> <p>Oct. 2011 Feb. 2012 Oct. 2012</p> <p>Mar. 2012</p>	<p>\$10,000</p> <p>None</p> <p>None (unless principals use subs)</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>School textbook funds Lottery</p>
---	---	---	--	--

<p>Goal 2D: High Quality Professional Development</p> <p>OBJECTIVE: Coordinate district-wide professional development to focus on English Learners in order to improve student achievement.</p> <p>Tasks and activities to support the goals:</p> <p>School and district administrators will be provided professional development on research-based strategies focused on EL needs at</p> <ol style="list-style-type: none"> 1) Annual EL Administrator's conference at Sonoma County Office of Education 2) EL collaborative network monthly meetings at Sonoma County Office of Education 3) CAFE conference/Two Way Immersion conference 4) CELDT trainings 5) District professional learning seminars/discussions 6) ELD trainings at SCOE 7) Data Director training for administrators and teachers 8) "Good to Great" Professional Dev. Training on student engagement through SCOE for all 4th and 5th grade teachers at Brooks 9) High School will provide staff development trainings by subject area (i.e., English, Math, and History) centered around applicable SDAIE strategies for that subject. <p>The district will ensure that teachers with ELD assignment have appropriate authorizations.</p> <p>Goal 2E: Parent Participation</p>	<p>District ELD coordinator</p> <p>District ELD coordinator</p> <p>Charter Principal</p> <p>District ELD coord.</p> <p>Superintendent</p> <p>District ELD coord.</p> <p>Director of Ed. Services</p> <p>Principal at Brooks</p> <p>High School Principal with Dept. leads</p> <p>District Director of Human Resources</p>	<p>Feb. 2012</p> <p>Monthly</p> <p>Summer 2011</p> <p>Fall 2011</p> <p>Monthly</p> <p>Jan. 2012</p> <p>Fall 2011</p> <p>2 days 4th gr.</p> <p>2 days 5th gr.</p> <p>spring 2012</p> <p>Shorten Wed.</p> <p>Fall 2011 - spring 2012</p>	<p>\$2,000</p> <p>\$60</p> <p>\$5,000</p> <p>\$1000</p> <p>None</p> <p>\$500</p> <p>\$2000</p> <p>\$10,000</p> <p>None</p>	<p>Title III</p> <p>Title III</p> <p>FLAP grant</p> <p>EIA</p> <p>Title II</p> <p>District Grants</p> <p>ELAP</p>
---	---	--	--	---

<p>Increase parent involvement and outreach strategies to help parents of English Learners become active participants in the education of their children as measured by increase in number of informational contacts and/or advisory meeting participants.</p> <p><i>Describe scientifically based research strategies to improve academic achievement in English reading/language arts.</i></p> <p>OBJECTIVE: Provide clear and timely communication and offer relevant training in English and primary languages to parents and community members on student achievement, academic expectations and support services and provide leadership opportunities for parents.</p> <p>Tasks and activities to support the goals:</p> <p>Each school and the district will have a Bilingual Community Liaison who assists school administration and teachers communicate with EL families and helps families interact comfortably with school personnel.</p> <p>Parents of ELs will participate in school and district advisory committees. Child care/materials will be provided.</p> <p>Interpreters will be provided for parents who need them for parent/teacher conferences and special education Individual Educational Plan (IEP) meetings.</p> <p>Parents of ELs will be provided many opportunities (Back to School, parent/teacher conf., family science, literacy and math nights, DELAC and ELAC meetings etc.) to learn about the educational system including things they can do to support their children's achievement at home regardless of their own educational attainment or language proficiency and give parent input to improve student achievement.</p>	<p>District ELD coordinator</p> <p>District ELD coordinator</p> <p>District ELD coordinator Principals</p> <p>District ELD coordinators Principals</p>	<p>Fall 2011 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>\$47,090 \$10,000 \$11,870 \$15,000</p> <p>\$500</p> <p>\$2000</p> <p>None</p>	<p>Title III Title III Special ed. EIA</p> <p>Title III</p> <p>Title III</p>
--	--	---	---	--

<p>The schools will involve EL parents in school activities and events in culturally sensitive ways.</p> <p>The district and the schools will conduct annual parent surveys and use the results to amend policies and practices to improve parent involvement and student achievement.</p> <p>Goal 2F: Parent Notification</p> <p>OBJECTIVE: Provided clear and timely communication in English and the primary languages to parents regarding student achievement and accountability requirements and support services.</p> <p>Tasks and activities to support the goals:</p> <p>CELDT tests and CSTs are administered and sent to testing company. Parent notification of CELDT results and CST results will be sent to 100% of the EL parents. Required Title I and III parent notifications will be sent to parents of all English Learners.</p> <p>Oral and written translation services for parents will be provided as needed (newsletters, parent notifications, parent rights documents, parent/teacher conferences, etc.)</p> <p><i>Goal 5 A, B, C:</i> (Increase Graduation Rates, Decrease Dropout Rates, Increase Enrollment in AP Courses)</p> <p>Increase the number of EL students graduating and enrolling in AP and Honor courses by 5%. Decrease the dropout rate for ELs by 5%.</p> <p>OBJECTIVE: EL students at the secondary level have</p>	<p>Bilingual Community Liaisons ELD teachers Principals ELD coordinator</p>	<p>Ongoing</p>	<p>None</p>
<p>District testing coordinator Superintendent District ELD coordinator</p>	<p>Fall 2011 Feb. 2012 Fall 2011 Fall 2012</p>	<p>\$11,694</p>	<p>District EIA</p>
<p>District ELD coordinator Principals Community Liaisons</p>	<p>Ongoing</p>	<p>\$2,000</p>	<p>Title III</p>

<p>increased opportunity to graduation, honor classes and AP courses.</p> <p>Tasks and activities to support the goals:</p> <p>EL students Counselors will promote ELs and R-FEPs in Honors and AP classes.</p> <p>High school administration will monitor enrollment of ELs and R-FEPS in AP courses and EL graduation rates.</p> <p>Credit make up courses will be provided to EL seniors missing credits to graduate.</p>	<p>Middle and high school counselors</p> <p>High School administrators</p> <p>High school principals</p>	Spring 2012	None	<p>EIA Lottery</p>
		Fall 2012	None	
		Spring 2012	\$61,000	

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Offer and implement the Odyssey software based course make-up system for graduating seniors.	Secondary Site Administrators Educational Services	Spring 2012	\$25,000	Lottery
WHS and WOA After School Credit Make-Up Program	Site Administrators	2012-13	\$7500	General Fund
Expand the Boys and Girls Club 21 st Century After School	Boys and Girls Club	Spring 2012	N/A	N/A

Program.	CCLA Administration MWE Administration	Ongoing	N/A	N/A
Enrichment Program offered by the Town of Windsor to students at MWE	Town of Windsor MWE Administration	Ongoing	N/A	N/A
Extended School Year for Identified Special Education Students	Director of Special Education	Summer 2012	\$18,000	Special Education
Migrant Education Summer School Program	Migrant Education	Summer 2012	N/A	Migrant Education
Insight Charter School Course Make-Up for select students	WOA Principal	2012-13	N/A	Insight Charter School

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
My Student Aeries Parent Portal	Site Principals Technology Team	2012	N/A	N/A
Volunteer Coordinators	Site Principals	2012	\$40,000	General Fund
Bilingual Community Liaisons	Site Administrators ELD Coordinator	2012	\$21,000	EIA Title III
Monthly ELAC/DLAC Meetings	ELD Coordinator Site Administrators	2012	N/A	N/A

Television Broadcast of School Board Meetings	ELD Teachers School Board Superintendent	2012	\$2,000	General Fund
<i>Windsor Times</i> Newspaper School District Column	Site and District Administrators	2012	N/A	N/A
School Websites and eCommerce	Technology Team Site and District Administrators Business Office	2012	N/A	N/A
School and District Attendance Review Board Meetings	Site and District Administrators	2012	N/A	

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Windsor Unified School District

County District Code: 49-75358

Date of Local Governing Board Approval: January 17, 2012

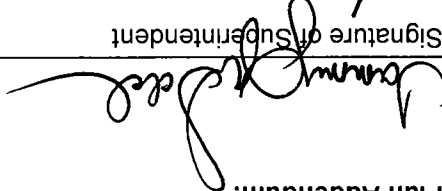
District Superintendent: Dr. Tammy Gabel

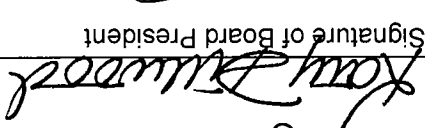
Address: 9291 Old Redwood Highway, Bldg 500 City: Windsor Zip Code: 95492

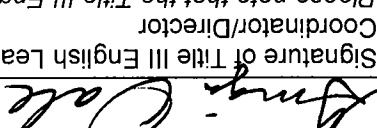
Phone: 707-837-7700 FAX: 707-838-4031 E-mail: tgabel@wmsd.org

Signatures:

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

Signature of Superintendent		Printed Name of Superintendent	Date
		Dr. Tammy Gabel	1/17/2012

Signature of Board President		Printed Name of Board President	Date
		Katy Dillwood	1/17/2012

Signature of Title III English Learner Coordinator/Director		Printed Name of Title III English Learner Coordinator/Director	Date
		Ginger Dale	1/17/2012

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

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

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