

(CDE use only)
Application #

No Child Left Behind Act of 2001
Revised May 23, 2013
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

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

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

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

County/District Code: 45-75267

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**
Current plan will remain in effect until reauthorization of NCLB.

Date of local governing board approval: **June 26, 2013**

District Superintendent: James M. Harrell

Address: Gateway Unified School District, 4411 Mt. Lakes Boulevard

City: Redding

Zip code: 96003

Phone: (530)245.7900

Fax: (530)245.7920

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

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

James M. Harrell

Printed or typed name of Superintendent Date Signature of Superintendent

Debbie Bourne

Printed or typed name of Board President Date Signature of Board President

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education	X	ASES – After School Education and Safety
	Title I, Part D, Neglected/Delinquent	X	School and Library Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Art/Music On-going
	Title II, Part D, Enhancing Education Through Technology		Art/Music/PE – 1 time funding
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants	X	IMFRP – Instructional Materials Funds Realignment Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice	X	825 School Safety
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	X	Supplemental Counseling
	McKinney-Vento Homeless Education	X	Pupil Retention
X	IDEA, Special Education	X	Professional Development
	21 st Century Community Learning Centers	X	ECE American Indian Education
X	Other (describe): Title VII	X	CBET – Community Based English Tutoring
	Other (describe):		ELAP – English Learners Acquisition Program
			Instructional Materials, Library and Ed Tech

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2012-2013

Please complete the following table with information for your district.

Programs	2011-12 District Carryover	2012-13 District Entitlement	2012-13 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
Title I Part A	160,469	1,095,106	1,067,239	97.46%
Title II Part A, Subpart 2, Improving Teacher Quality	20,458	279,031	257,634	92.33%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient		11,210	10,986	98.00%
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs	0	0	0	0
Title VII, Indian Education	0	69,902	69,902	100%

DISTRICT BUDGET FOR STATE PROGRAMS – 2012-2013

Please complete the following table with information for your district.

Categories	2011-12 District Carryovers	2012-13 District Entitlements	2012-13 Direct Services to Students at School Sites (\$)	2012-13 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education and EIA/LEP	25,461	568,720	505,054	88.81%
After School Education and Safety Program		613,650	521,161	85.00%
School and Library Improvement		248,144	248,144	100%
Art/Music On-going		45,479	45,479	100%
Gifted and Talented Education		19,657	19,657	100%
IMFRP – Instructional Materials Funds Realignment Program		157,485	157,485	100%
School Safety and Violence Prevention Act (AB 1113)		25,538	25,538	100%
Supplemental Counseling		94,514	94,514	100%
Pupil Retention		138,522	138,522	100%
Profession Development		171,625	171,625	100%
CBET		3,474	3,474	100%
ELAP, English Learners Acquisition Program		0	0	
Instructional Materials, Library and Ed Tech		0	0	
American Indian Early Childhood Education		72,143	72,143	100%
TIIG, Targeted Instructional Improvement Block		47,253	47,253	100%
School Site Block Grant				
District Block Grant				
CAHSEE Interventions Services		27,346	27,346	100%
CAHSEE Intervention Materials				

District Profile

The following District Profile portrays district information for the 2012-2013 school year. District information can be viewed online at <http://www.gateway-schools.org>. The district is developing a 5-year strategic plan that will be completed in the Fall of 2013. The attached Instructional Service Department 2012-13 action plan addresses the steps the district is taking to support site academic goals in Language Arts & Mathematics for all students and achieve district goal #1: *Gateway Unified School District will work in partnership with parents and the community to assure that all students meet or exceed state standards. Developing and sustaining high performing schools for all PreK-12 students to graduate career and college ready without remediation.*

Gateway Unified School District is a suburban-rural district located in Shasta County and is nestled on the outskirts of the northern California community of Redding. The Gateway District encompasses an area of over 600 square miles and includes Shasta Dam and Lake Shasta.

The district serves approximately 2600 students in grades Kindergarten through twelfth in 7 schools as well as alternative programs. The Gateway schools and Alternative Programs are:

<u>K-6:</u>	<u>Enrollment as of CBEDS October 3, 2012</u>
Buckeye School of the Arts	608
Grand Oaks Elementary	291
<u>K-8:</u>	
Shasta Lake School	753
<u>High Schools</u>	
Central Valley High School	780
Mt. Lakes High School	93
<u>Alternative Programs</u>	
Shasta Lake Alternative	55
Community Day	7

Personnel to serve the approximat 2600 students include:

Certificated:

Administrators	10
Counselors	7
Resource Personnel	5
Teachers	126
Psychologist	2
Librarian	1
Nurse	1
Speech/Lang./Hrg Spc.	4
SDC Teachers	4

Classified:

Food Service	20
Maintenance/Custodial	24
Paraprofessionals	82
Secretarial/Clerical	33
Support Personnel	20
Transportation	19

Total 359

The District Support Team consists of:

- Superintendent
- Director of Business Services
- Director of Instruction Services
- Director of Human Resources
- Director of Special Education
- Director of GREAT Partnership
- Supervisor of Food Service
- Supervisor of Transportation

Challenges face the Shasta Lake community and the school district. Although the California Department of Education classifies our district as “rural,” our district shares many of the same demographic characteristics exhibited by “inner city” districts. The communities in the attendance area for our schools are among the most impoverished in the county. Unemployment is approximately three times that of the state average. More than half of the families of school-age children in our attendance area live below the federal poverty income level. Over 68% of the students in the schools qualify for free/reduced lunch price meals. The underlying effects of the poverty in our community include homelessness, substance abuse, broken families, single parent homes and mobility.

Parent Education levels indicate the following:

Parent Education Level	2002-03	2010
Not a High School Graduate	11%	14%
High School Graduate	22%	32%
Some College	29%	36%
College Graduate	12%	10%
Graduate School/Post Graduate	3%	4%
Declined to State	23%	4%

Despite the challenges Gateway Unified School District remains committed to providing our students with a high quality education.

As one of two public school districts in Shasta County that educates its students from Kindergarten through High School graduation, the District is in a unique position to be able to coordinate efforts, communicate a vision and to plan among schools to assure that the 13 years of education we provide our students will help them grow into well-educated young adults who are socially and emotionally strong.

Gateway takes pride in having:

- Smaller average class sizes generally, even at the High School level.
- Our High School’s recognition in 2001 and 2009 as a Distinguished School by the State of California.
- Smaller, friendlier and more parent-accessible schools.
- School environments that protect students physically and emotionally.
- Six school sites staffed by capable, motivated and friendly personnel.
- Mountain Lakes High School received recognition as a Model School.
- Shasta Lake School received recognition as a 2009 Title I High Achieving School.

Gateway is working on ways to give parents and the community at each school site a greater voice and more input into the management and operations of the schools. There is a belief in the benefits of community and parent involvement at all our schools.

Elementary Schools

Buckeye School of the Arts

MISSION STATEMENT

To provide a safe, supportive environment which promotes academic excellence, responsible citizenship, and a life-long desire for learning.

VISION STATEMENT

It is the vision of Buckeye School of the Arts that the united efforts of students, parents, community, and staff will develop students who...

- Value themselves
- Come to school ready to learn
- Speak and write effectively
- Engage in environmental concerns and science
- Compute and problem solve
- Use resources of information and technology
- Appreciate and participate in visual and performing arts
- Value personal health and fitness
- Interact respectfully within the school community and in society

The vision is that BSA students, families and staff strive for high quality student work within a safe, enriched, and caring environment, utilizing a wide variety of resources and strategies.

The new vision for Buckeye School of the Arts includes teaching strategies centered on the California State Standards and our refinements of the District Power Standards. Through a comprehensive assessment process using regularly scheduled benchmark assessments, teachers track student progress carefully in order to re-teach any missing skills.

During the 2008-09 school year, BSA continued with a new process for teaching reading called Literacy Instruction for Everyone (LIFE). In LIFE, students are grouped according to ability and receive intensive reading instruction for one hour daily at their own readiness levels. Struggling reader's needs are addressed through small groups and we utilize 45 professionals throughout the school including the secretary, music teacher, librarian and computer lab technician. to teach small reading groups. Advanced readers are therefore allowed to move ahead rapidly. Consequently, we believe your child will learn more over the course of the school year.

In addition, Buckeye has been moving in the direction of a comprehensive program for visual and performing arts. A string orchestra, band, and choir are included. Music instruction by a certificated music teacher is provided at every grade level. As you can see, our school is headed in some very exciting directions. Our staff is very dedicated, very enthusiastic, and very professional.

Class Size

Buckeye School of the Arts participates in class size reduction in kindergarten through third grades. Anticipated class size will be between 25-33 in grades 4, 5 & 6.

School Climate

It is the goal of Buckeye's Schoolwide Title 1 Program that students, parents, and staff will perceive school as a safe, caring, and comfortable place to learn. High standards and expectations will be held for all students including those with special needs. Positive

reinforcement and activities to build self-esteem will combine with consistent expectations for behavior as regular components of the curriculum of a coordinated MegaSkills Development Program. Other activities that will be implemented to promote student growth will be the monthly Student Recognition Assemblies for MegaSkills and Literacy, celebrating the Buckeye Bobcat mascot, academic achievement awards, grade level student involvement in community and school pride projects, school spirit Fridays, the Readers Are Leaders Program, self-esteem activities, and after school tutoring for at-risk students.

The staff will work with an awareness and acceptance of where students are academically and socially, moving them along the continuum.

- Teachers will communicate student progress and areas of focus with parents and students on a regular basis through conferences, phone calls, and notes home.
- The School Plan and student handbooks will be made available to parents, students, and staff for review and discussion.
- Positive reinforcements and activities to build self-esteem and pride in effort and accomplishments will be regular components of the curriculum. Some of those activities include:
 - Monthly Student Recognition Assemblies for MegaSkills and Literacy
 - Classrooms will pair as Learning Buddies/Reading Buddies to encourage cross-age tutoring.
 - Grade Level community involvement activities and projects will be conducted to promote a sense of responsibility to others:
- School spirit activities will be conducted schoolwide.
- Spirit Day every Friday when students wear the school t-shirts or colors
- Clean-up days for the playground and yard areas
- Fundraising activities to support school level projects and purchases
- Provide staff training in a school-wide student support/management program, i.e. Second Step.
- Provide training and continued support for classroom teachers on how to modify curriculum to meet the needs of at-risk students.
- Continue to implement a flow chart of interventions at BSA.
- The entire staff will receive training in a behavior modification system to be used school-wide
- Teachers will have the opportunity to attend inservices and training to help them address students with special needs and at risk behaviors.
- A behavioral specialist is available to assist all staff.
- Paraprofessionals and yard duty personnel will receive training in effective student management and discipline.

Fine Arts Program

Rational:

Research shows that a strong background in the arts enhances a student's academic abilities and leads to success in many other areas of school life. We also, as a

council, realize our responsibility to address the needs of our more gifted and talented students. The Buckeye School of the Arts, School Site Council supports and approves of our contribution to the school arts program.

Programs:

The Performing Arts Program will include but not be limited to visiting theatrical, music and dance performances. Visiting residencies such as the Missoula Children's Theatre will be brought in on an "as available" basis to include many students in the performance realm. After school programs in the performing arts – dance, choir, drama, etc. will also be included and might entail the council's need to fund stipends and salaries for teachers and paraprofessional services. Other supplies for these programs might also be included in council funding.

The Visual Arts Program will consist of after school instruction in art from qualified instructors. Student projects will lead to exhibitions where student work is displayed. The council will consider funding for instructors, equipment and supplies.

The Buckeye School of the Arts, Orchestra Program is being created to offer students with intuitive musical abilities, the opportunity to cultivate and develop their musical talents. Through learning the skills necessary to play an instrument, students will acquire a sense of self discipline, musical appreciation and confidence in performance. Participation in the Buckeye Orchestra Program will also prepare students for the world of music outside of elementary school including Jr. High and High School where we have existing music programs.

The Buckeye School of the Arts Orchestra Program will be offered as an intensive after school experience, two days a week. Instruction will be provided by our High School Music teacher. The culmination of the instruction and practice of our young musicians will be performances for parents and community.

Description of geographic area served:

Buckeye School of the Arts is in the Gateway Unified School District in Redding, California. Our District encompasses the northernmost region of California's Central Valley. We are the "gateway" to the mountains, nestled between the Cascades and Trinity Alps and lie just south of Shasta Lake. The Redding area has the reputation of hosting many cultural and educational events where the arts come alive on a regular basis.

Our school itself is located in an older part of town where many of the areas lower income housing is found. Apartment buildings and trailer parks provide most of the housing for our student population.

Description of student population served:

Buckeye School of the Arts serves Kindergarten through sixth grades with students ranging in age from 4 to 13 years old. Over 80% of the students are at or below the poverty level. There are many situations that our families have to deal with including unemployment, alcoholism, and drug abuse. At the school we have numerous programs

to assist “at risk” and homeless families. Our ethnicity is mostly White with Hispanic, African American, American Indian, Asian and Pacific Islander percentages all below 10%

Our students are also intelligent, creative, resourceful and resilient. They are energetic, enthusiastic, talented and respond to any learning challenges set before them. Our existing music program has proven to us without a doubt that many of the students at Buckeye School of the Arts have intuitive musical abilities. Both in choir and recorder ensemble, we have had some very gifted children. We have high expectations that our students have the same capacity to learn and develop musically as any other students, anywhere. We have school wide and community wide buy-in to this program and strong Administrative and Board of Trustee support.

Coordination Plan

All students will have access to the core curriculum as well as to all supplemental services for which they are eligible. In order to coordinate services, programs, and schedules, all will be discussed at staff meetings. Through the Student Study Team process, the needs of individual students will be prioritized. Title 1, GATE, Special Education (including speech and adaptive PE), tutoring, EL, and Indian Education services will then coordinate with the classroom teacher to reinforce what is being taught.

Management / Governance

Monthly School Site Council meetings and annual parent surveys will provide an organized, ongoing, and timely way in which to involve parents in the planning, review, and improvement of the school programs. The leadership of the school will be a shared leadership in which decisions are discussed and made by the group decision making process. Committees will be formed to do in-depth study/information gathering and will report back to the entire staff in a large group decision making process.

Student Management Policy

There are three levels to student management at BSA. First, all teachers will have a classroom management plan. The plans will be posted in the classroom and shared with students and parents. The Schoolwide Plan will be modified to reflect a consistent, positive approach to student responsibility for their behavior and learning. The staff and the School Site Council will be part of this process. The plan will require that students respect other students and adults as well as follow other basic acceptable behavior guidelines. All staff will model this respectful behavior in their interactions with students and adults. Another layer of conduct and discipline policies and procedures adopted by the Gateway Unified School District Board of Trustees supports school level policy. Policies and procedures meet Education Code and protect the safety of all students. Parents will be given copies of the school discipline plan and the Gateway Plan in the Buckeye School of the Arts Handbook.

Safe and Drug Free/TUPE/Safe Schools

Staff will increase student and parent awareness that the school has a sequential kindergarten through fifth-grade program for a Safe and Drug Free School through the following activities:

- Second Step for grades K-5 (Additional training and kits provided for teachers).
- Celebration of Red Ribbon Week
- Focus on Mega Skills and Life Skills throughout the year
- Information disseminated in Student/Parent Handbook about school safety and discipline
- Use of community resource people for curriculum enhancement provides students with safety assemblies and act as responsible drug free role models
- Funding for DARE will be researched and explored by School Site Council.
- The Tobacco-Use Prevention Education program, which promotes a healthy lifestyle, will be implemented in the following ways:
 - The District policy which prohibits the use of tobacco products on the school grounds will be upheld by staff, students, and parent.
 - Motivational assemblies and videos which focus on tobacco use prevention will be scheduled and presented to students each year.
 - Students, parents and community members will comply with the signs stating “Tobacco Use is Prohibited”, which are posted in front of the school.
 - Students will participate in the week-long Red Ribbon Week celebration.

Canyon Elementary School

[Canyon Elementary School was closed before the start of school 2006-07.](#)

Grand Oaks Elementary School

MISSION

To promote academic excellence, responsible citizens, and a life-long desire for learning in a safe environment

VISION STATEMENT

It is the vision of Grand Oaks School Elementary School that the united efforts of students, parents, staff, and community will develop students who...

- Act responsibly
- Show respect to others
- Learn to resolve conflicts peacefully
- Strive for high quality work within a safe, enriched environment

PASSION STATEMENT

We at Grand Oaks will not rest until all children reach their highest potential. This will be accomplished through focused collaboration based on ongoing assessment and effective teaching strategies at each student’s instructional level.

Grand Oaks Elementary School has an ongoing tradition of academic excellence and is known for its dynamic teaching staff. Teachers set high expectations and provide a challenging curriculum for all students. The learning family, which includes teachers, paraprofessionals, secretarial staff, cooks, custodians, a counselor, and the principal, works in partnership with parents and community members to provide an exceptional educational experience for our students.

The positive school climate provides an excellent academic and social environment. The school goal is to encourage students to reach their maximum potential. The students' accomplishments are a testimony to the quality of their education. The staff is proud of the school's service to the community's children and they are pleased to offer this school plan to the community that Grand Oaks School serves. All community members are encouraged to visit and become familiar with this unique school.

School Safety

Grand Oaks Elementary School's Safety Plan is updated each fall by the SSC. Safety of students and staff is a primary concern of Grand Oaks Elementary School.

The Safety Plan was last reviewed and discussed with the staff on August 14, 2009. Key elements include maintaining a safe and orderly campus and environment that is conducive to learning.

A school Site Safety Committee meets regularly to review, update, and recommend changes.

Shasta Lake School

MISSION

Shasta Lake School, in partnership with parents and community members, is a child-centered educational environment that helps produce articulate, resilient, happy contributing members of families and society.

VISION STATEMENT

Shasta Lake School's Vision Statement includes the following elements to create a rich learning environment for all students:

- Standards-based academic programs in all curricular areas.
- Essential skills will be possessed and demonstrated across the curriculum.
- High academic and social expectations demonstrated by a positive and focused attitude toward learning.
- Create and sustain the desire and ability for lifelong learning.
- A safe environment that encourages and models meaningful and enthusiastic learning.
- A sense of community created by embracing and involving all stakeholders, parents, staff, students, and community members.

Shasta Lake School is a kindergarten through eighth grade school located in Shasta Lake, California. Shasta Lake School offers an educational setting where each student's

academic, emotional, social, and developmental needs are addressed in a supportive environment. Our teachers set high academic and behavior expectations and provide a challenging curriculum for all students.

Our educational family, which includes teachers, counselors, paraprofessionals, secretarial staff, cooks, custodians, the assistant principal, and the principal, work in partnership with parents and community members to provide an exceptional learning experience for all students.

Shasta Lake School has a rigorous curriculum that is designed to address all of the California Content Standards through daily instruction in mathematics, language arts, history/social studies, science, physical education, reading, and elective/enrichment courses. We pride ourselves on offering a comprehensive curriculum to students of all academic levels, from special needs to Gifted and Talented Education (GATE) placement. Through a comprehensive assessment process using regularly scheduled benchmark assessments, teachers track student progress carefully in order to re-teach any missing skills.

During the 2007-08 school year, Shasta Lake School instituted a new process for teaching reading called Literacy Instruction for Everyone (LIFE). LIFE was implemented in kindergarten through fifth grade and groups students according to ability. Students receive intensive reading instruction for one hour daily at their own readiness levels.

At Shasta Lake School, we have made a commitment to provide the best educational program possible for our students. We are dedicated to ensuring that Shasta Lake School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values.

Shasta Lake School has made continual improvements in our programs by keeping our instructional materials up to date and replacing technology on a regular basis. Our facilities are very well maintained with a 6.4 million dollar gymnasium, which is four years old.

Parents and the community are very supportive of the educational program at Shasta Lake School. Parent involvement is encouraged through the Parent Club, as well as School and District Site Councils. Parents may also volunteer in the library, classroom, athletic programs, Parent Visitation Days, Back To School Night, and Open House. Parents who wish to participate in Shasta Lake School's leadership teams, school committees, school activities, or become a volunteer may contact Kim Weatherbee, Parent Club President, at the main office at (530) 275-7020, by e-mail at russandkim@yahoo.com, or visit the school's Web site at <http://slms.gwusd.org>.

Buckeye Middle School

[Buckeye Middle School was closed at the end of the 2006-2007 school year.](#)

High Schools

Central Valley High School

MISSION

Central Valley High School, with students, parents and community, will provide a diverse and challenging educational experience in a safe, caring environment that promotes confidence, responsible citizenship and global understanding.

VISION STATEMENT

Central Valley High School will promote student achievement of content and performance standards by providing a safe caring environment that will enable post-secondary and vocational success, including work, college, vocational training and service.

EXPECTED SCHOOLWIDE LEARNING RESULTS

(ESLRs)

Upon graduation from CVHS all students will be...

- 1 – Effective communicators using reading, writing, listening, speaking, artistic presentation, and technology skills.
- 2 – Ethical citizens that are responsible, tolerant, understanding, respectful, and appreciative of cultural diversity.
- 3 – Problem solvers with lifelong learning and thinking skills and habits.
- 4 – Healthy individuals with skills necessary to establish a life of physical and mental health.

Central Valley High School (CVHS), established in 1955, is the only comprehensive high school in the Gateway Unified School District that consists of seven schools in its K-12 configuration. In 2008 CVHS was honored as a California Distinguished School. Recognized for outstanding effort and improvement on STAR testing and the CAHSEE. The school is located in the City of Shasta Lake, the gateway to the North State's incomparable recreation centers. This rural community is situated at the northernmost end of the central valley and features an abundance of lakes, rivers, mountains, and tall timber.

The socio-economic make-up of the community is primarily blue-collar and semi-skilled labor with a substantial population of retirees. The AFDC rate is approximately 34%, though the school district's attendance area also includes several middle to upper income neighborhoods. Major employers in the area are in the lumber industry, tourism, medical fields, municipal, state, and federal agencies, as well as numerous small businesses. Residential building permits in the city have averaged 375 per year for the last five years,

reflecting a trend towards growth in the area. The lumber industry, tourism, public agencies, the medical field and small business continue to be the primary sources of employment within the Gateway Unified School District. The local housing includes lower income, several middle and upper income neighborhoods, with a notable increase of newer middle-income neighborhoods in the area.

The unemployment rate for the region varies from approximately 6% during the height of the tourist season to as high as 14% in the winter months. The economic make-up of the community is reflected in this higher-than- state average unemployment rate and the 42% percent of CVHS students that participate in the Free and Reduced Lunch Program. Our current ID card scanning system, purchased with State Compensatory Education Funds (SCE) in 2002, preserves student confidentiality and has resulted in our new higher and more realistic rate of student participation.

The community is very involved in its high school. Through such organizations as Boosters' Club, the Alumni Association, School Site Council, Agriculture Advisory Board, and Business Advisory, members of the school's community have an opportunity to significantly impact policies and programs. This involvement also extends to financial support. Service organizations such as Kiwanis Club, Rotary Club, Lions Club, and American Legion contribute to the school with scholarships, financial assistance for students and projects, and sponsorship for activities such as Boy's State and leadership camps. Other vital relationships with the community include a business partnership with Lehigh Southwest, a local cement manufacturer that sponsors our yearly invitational basketball tournament (the "Lehigh Classic," formerly known as the "Calaveras Classic") and has been involved in a number of campus improvement projects; as well as with the McConnell Foundation, a local philanthropic organization that has, over the years, assisted with a number of "critical needs" areas. The most recent of these areas is the construction of a new building for the school farm and the creation of a Community Garden on site.

CVHS is very fortunate to have a dedicated and competent staff which includes 75 employees. All teachers are currently teaching in their credentialed area and 8 of these have earned at least one advanced degree. We are very proud that 100% of our certificated staff completed CLAD training and the rest are in the progress of completing CLAD requirements. The CVHS teaching staff is capable well trained professionally and very experienced. The average experience among the teaching faculty is 16.18 years, and the typical teacher has taught 11.59 years in the district.

The teaching staff has enthusiastically participated in staff development activities which for the last three years have focused on articulation and instructional strategies. For example, many of the staff has integrated Jane Schaeffer writing strategies across the curriculum. In 2004 the English department began working with a district literacy coordinator, and the math department with a district math coordinator, to better articulate our programs with those of our feeder schools and to help guide our instructional strategies. In 2005 further coordination expanded to five district-wide literacy trainings to expand and implement reading across the curriculum strategies, and the addition of a site

Math Specialist. In addition, we are assisted by the District Literacy Coordinator. All core departments (ELA, math, social science and science) have identified Power Standards, which have informed the development of pacing guides and benchmark testing. On the district level, these power standards are in place for English-Language Arts and Math K-12, in order to assist in articulation and the focus of instructional goals. On our site, pacing guides are either in process or complete for all curricular areas, including vocational and nonacademic programs.

Central Valley High School adopted an intensive 4 X 4 block schedule in 1995 that provides more learning opportunities for students, allows for a variety of teaching strategies, and emphasizes quality over quantity. Under this program, students take three or four classes daily for ninety minutes. They complete the classes in eighteen weeks (one term) and then take three to four new classes during the next eighteen weeks. In addition, in 2003 we added 45-minute intervention courses in English and Math designed to aid those students at risk of failing the California High School Exit Exam, or identified as academically at-risk based on CST and/or benchmark data. For the 2008-2009 school year, approximately 78% of students registered for 8 classes, 12% for 7 classes, and 10% for the minimum 6 classes. This type of scheduling is consistent with recommendations for effective schools as described in the No Child Left Behind legislation.

Central Valley High School offers a wide range of academic, co-curricular, extra-curricular, and student support programs designed to meet the needs of all students and to address the learning goals/values of our Expected School wide Learning Results (ESLRs).

Programs such as English Language Learner, Special Education, math and English tutorial classes, math and English Mastery (CAHSEE prep) classes Gifted and Talented Education (GATE), AP, and College Connection provide both opportunities for students to realize their full academic potential and support for struggling and/or at-risk students.

The school's vocational education programs offer students a broad range of educational and career options, while always emphasizing the integration of academic and vocational skills. Programs such as CAD, Business/Technology, Agriculture, and Professional Cooking are articulated with college courses to encourage students along career pathways and to increase post-secondary opportunities.

Central Valley High School's academic and attendance probation programs help to reinforce the relationship between responsible behavior and privileges, and have encouraged students to develop traits that will lead to success in achieving their education and career goals.

We recognize that students face a multitude of personal issues that can adversely affect attendance, and achievement, in school. Accordingly, CVHS offers a variety of programs designed to identify and address these concerns. A random drug testing policy for athletes has been in effect since 1997-98, and has been highly successful in deterring the use of drugs among athletes. Our tobacco cessation program has been equally successful.

Students found to be in possession of tobacco are cited by law enforcement and are required to either pay a \$75.00 fine or to do community service. Numbers of students cited have dropped drastically over the life of the program. A very important component in our program to address the issue of drug/alcohol abuse is the addition in 2002 of an evening and/or school-day counseling program that includes the student and parent(s). On a broader level, seeking to address the personal safety and well being of all students, we review our school safety plan annually and conduct annual drills for most categories of possible emergency.

Having studied as a faculty and staff both our own data (student achievement, perceptions and demographics) and Best Practices research, relative to our ESLRs, the following critical areas have formed our Action Plans as a result of our 2004-05 self-study for WASC:

- The lowest achieving students enter CVHS two, or more, grade levels behind, are at high risk of not passing the CAHSEE, and rarely ever raise their achievement level above basic to proficiency.
- Too few of our highest achieving students are enrolled in the most rigorous and appropriately challenging courses.
- An inordinately large proportion of our students achieve at the “Basic” level, while an inordinately small percentage achieve proficiency.
- There is a desire, and need, for a more consistent, comprehensive, and descriptive grade reporting system that aligns with the standards and proficiency of student achievement.
- Technology resources are omnipresent around CVHS, but have not been completely reliable.
- Teacher’s value and desire collegial collaboration, but adequate time for collaboration and planning to improve student performance is less than what is desired.
- For over ten years, a large number of Gateway District residents have chosen to send their students to schools outside the district.
- Too few CVHS students participate in co-curricular and extra-curricular activities.

Central Valley High School’s student population has fluctuated for the past several years, and the District’s enrollment figures have been in steady decline. Enrollment at CVHS was 835 at CBEDS in October of 2008 and had dropped to 792 by January 2009. The gender make-up of the school included a 47% female population of the total student population and 53% male population of the total CBED enrollment.

Ethnic diversity is growing at Central Valley High School with 80% of the student population Caucasian. The second most populous ethnic group is American Indians, who make up approximately 8% of the total enrollment. The predominant language spoken by the student population is English with a limited number of students speaking Spanish and various Southeast Asian dialects.

Research shows that students who are involved in school activities tend to achieve at higher levels than those who are not involved. Co-curricular and extra-curricular activities are plentiful at Central Valley High School and provide students with numerous opportunities for entertainment, enrichment, and personal growth. Over five hundred students participate in an athletic program that offers 13 different sports, and twenty-eight different teams. While a substantial percentage of these athletes participate in more than one sport, the ratio of females to males very closely corresponds to the student population. Female athletes comprise about 48% of the total number of athletes, and the remaining 52% are male. Furthermore, in October 2004 an all-weather track facility was completed along with major improvements to the football stadium.

In addition to athletics, students are involved in a very diverse range of activities that take them outside the classroom. Students are also actively involved in FFA, FBLA, Yearbook, Newspaper, Student Government, and a myriad of clubs, including Inter-Act, Key Club, Diversity Club, and Christian Club. We are very fortunate that our staff is willing to devote the extra time and energy necessary to maintain this vast array of student activities, for we believe that these opportunities outside the classroom not only enrich the lives of our students, but also help to provide countless learning opportunities.

Many students in the upper grades at Central Valley High School have part-time jobs. Students who are under eighteen are required to have work permits in order to be employed, and they are limited to a maximum of twenty hours per week. Last year 175 students were granted work permits, which amounted to 16.5% of the student population. Many students who are over eighteen also work and can do so without a work permit. To be eligible for a work permit, students must be in good academic standing and maintain good attendance.

Mountain Lakes High School

MISSION

At Mountain Lakes High School, our educational programs are predicated on the belief that each student is a unique individual with the potential to become an informed, responsible, productive and fulfilled citizen.

Our goal is that each student realize his/her full potential in a safe environment that is tolerant of individual differences and promotes self-esteem.

Our educational alternatives provide opportunities for all students to develop academic, social, world-of-work, and decision-making skills.

Philosophy

Mountain Lakes High School is a public continuation high school serving the needs of the Gateway Unified School District citizens. We offer a varied education program designed to meet the needs of students that benefit from an alternative learning style.

We believe that in order for students to become productive citizens, they must be responsible for their actions. At Mountain Lakes High School, we empower students to take charge of their academic program, their attendance, their effort and their behavior. The activities at Mountain Lakes High School are student initiated and are organized and conducted by members of our student council.

Our many faceted awards program is based on our belief that students are to be recognized for their acceptance of their responsibility. They must also accept the consequences for failure to comply with our school behavioral expectations.

The Mountain Lakes High School staff is committed to assisting all students to become successful.

Mountain Lakes High School, a Model Continuation School, serves the alternative education needs for students 16 years of age and older within the Gateway Unified School District. School enrollment typically ranges between 90-130, with a very high rate of student mobility.

Evidence of Mountain Lakes High School's exemplary program can be found in the commitment of its staff and the success of our students. The staff is dedicated to helping students find success inside and outside the classroom. All faculty members are "highly qualified" in their subject areas and engage in an ongoing effort to constantly improve their craft. Curriculum in core academic areas is standards based and materials/textbooks are the same as those used in the traditional high school. Teachers and administrators regularly review research based articles, during faculty meetings, and participate in meaningful professional development opportunities throughout the year, in an effort to remain abreast of best practices and to refine teaching strategies

The review and analysis of achievement data has become a regular part of our faculty meetings, and has provided the impetus for program management and improvement at MLHS. Student data is not restricted to academic achievement, but includes ASAM indicators (attendance, credit completion, reading comprehension), results of surveys, graduation/drop-out rates and discipline data. Data is often disaggregated to indicate performance by subgroup, and standardized test results are broken down, by strand, to provide additional insight.

Though academic achievement is a priority, the students, parents, community members, and MLHS staff recognize that it is not alone sufficient to guarantee success in the 21st century. Accordingly, this group of shareholders has developed a set of four "Expected Schoolwide Learning Outcomes" that transcend academics. These "outcomes": knowledge/skills, self-esteem, problem solving, and responsibility are consistently reinforced in the courses, programs and activities at MLHS and serve as a constant reminder of our learning goals. The school's Leadership program, recently designated as an "Exemplary Program" by the CCEA, is further evidence of the school's commitment to preparing students for success outside the classroom.

The staff at MLHS understands that many of our students face issues, outside the classroom, that can seriously impede learning and personal growth. Accordingly, the faculty meets regularly to review the progress of each student and to discuss issues that may adversely affect their learning. Further, numerous support programs and services are available, on-site, to help meet the diverse needs of our students. These services include the Head Start Teen Parent Program, 2 credentialed counselors, anger management counseling, drug/alcohol referral program, English Language Learner support, Shasta College Career Planning System, Regional Occupational Program, Johns Hopkins Reading Intervention Class, Intensive ELA and Math remediation and Indian Education support. The student/teacher ratio is app. 15 – 1.

District Name: Gateway Unified School District

CD Code: 4575267

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM Template

The Elementary and 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, the recommendation is to use this LEA Plan Addendum template to address the items below. The LEA responses to the items are entered in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE. The LEA Plan Addendum should:

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

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Gateway Unified School District is a district of approximately 2,550 students. The district's Academic Performance Index (API) for the 2012-13 school year is 753. This was a drop of 22 point from the previous year. The district has been placed in year one of Program Improvement (PI) due to not meeting ten of the twenty-six Adequate Yearly Progress (AYP) measures in two

consecutive years. Schools and districts are required to reach the target for students scoring at or above proficient in English Language Arts (ELA) and Mathematics, or have a minimum 10% growth from the previous year's at or above proficiency percentage (safe harbor).

Those measures are:

Group	ELA Percent at or above Proficient (Target 89%)
LEA-wide (all tested students)	51.5 %
American Indian	54.9 %
White	53.1 %
Socioeconomically Disadvantage	48.6 %
Students with Disabilities	28.2%

Group	Math Percent at or above Proficient (Target 89.1%)
LEA-wide (all tested students)	51.4 %
Hispanic or Latino	47.6 %
White	52.1 %
Socioeconomically Disadvantage	49.4 %
Students with Disabilities	32.3%

Prior to the current school year, the district adopted the measurable goals established by Adequate Yearly Progress (AYP) increase requirements. The district did not establish specific (measurable) learning goals, nor an action plan to achieve the goals. Though the general AYP goals helped set a measurable target, they did not provide a clear focus on improving instruction. Further analysis of the 2013 STAR data has indicated the need to address the effectiveness of instructional programs and practices toward eradicating the achievement gaps for student subgroups. Gains have been made in the past five years, but there still remains a gap for student subgroups. A grade span analysis indicates that the percentage of at or above proficient is strongest in grades 2-5 with progressive decreases in higher grade spans. The decreases are more significant in Mathematics than in English Language Arts.

The initial LEA Plan was written and approved in the Spring of 2003. The plan was updated and reapproved in subsequent years. The original plan provides a district profile and demographic information with updates, school site information including the mission and vision. What is not included in the plan is the district vision, mission, learning goals, and action plan. Therefore, the district leadership team began developing a district strategic plan in the 2011-12 school year. Learning goals were adopted by the School Board in the Spring of 2012. District departments and school sites developed action plans to support the learning goals last year and have begun to implement the action plan this school year.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

The transition to California Common Core Standards and the suspension of most STAR CST assessments has prompted the district to adopt targeted measures and tools that are better indicators of individual student growth. The district will focus on the goal to have all students reading at grade level or above. The current assessment tools to measure grade level reading are; grades K-2 DIBELS, K-5 Rigby, 2-8 Accelerated Reader, and high school will take the Gates-MacGinitie reading assessment. Grade level writing rubrics will be used to measure writing growth.

The goals for English Language Arts are:

- Reading will improve for all students. Students will demonstrate more than one year's growth as measured by the reading assessment tool. The overall district goal for K-10 reading levels will increase by more than a one-year grade level average, and the number of students reading at or above grade level will increase by 7%.
- ELA grade level teachers will prioritize the 3 *Text Types and Purposes* Common Core Writing Standards and choose 1 of the 3 as a focus of instruction for the school year. Students will demonstrate an understanding of the writing standard by scoring a minimum of proficient, or an increase of a level higher than the student's pre-assessment score. Overall scores will show a 7% increase in students at proficient or above.

The goal for Mathematics is

- Mathematics will improve for all students. Students will demonstrate an increase in mathematics concepts and understanding by showing a 7% increase in students at proficient or above on benchmark tests.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

- 1) Ensure student access to instructional intervention support during normal school hours.
- 2) Develop and implement a behavioral intervention plan.

- 3) Provide professional development opportunities in instructional strategies for middle and high school teachers as outlined in the AVID program.
- 4) Provide professional development opportunities for Professional Learning Communities (PLC), and restructure early-release days to implement PLCs targeting student learning.
- 5) Provide professional development opportunities for all teachers to learn and understand California Common Core Standards.
- 6) Conduct regularly scheduled classroom observations to monitor implementation of the strategies and practices as outlined in the district strategic plan and school site Single Plans for Student Achievement (SPSA).
- 7) Implement a district new teacher induction program to target best instructional strategies focused on district instructional goals.
- 8) Continue to provide resources, parent education, and outreach programs to parents to support student achievement including the LEA website, use of student monitoring classroom assignment and grades systems, District Advisory Council (DAC), District English Learner Advisory Council (DELAC), and Parent Clubs.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>Provide instructional intervention support during school hours by embedding RTI opportunities in the master schedule, designating classes and teachers assigned for ELA & Math support for struggling learners, establishing protected time (K-5) to allow teachers remediation time for students in need.</p>	<p>instructional services director, site administrators, teachers</p>	<p>August & January, ongoing monitoring and evaluation of implementation & effectiveness</p>	<p>No funding source needed</p>
<p>Develop and implement a behavioral intervention plan:</p> <ol style="list-style-type: none"> 1) Establish a leadership team to develop the plan 2) Survey stakeholders 3) Explore professional development opportunities to research best methods 4) Revise and update district policy to support a unified plan 5) Adopt an RTI Behavioral Intervention Plan 	<p>SARB/Expulsion Chairperson, IS Director, site administrators, DAC committee, district psychologists, counselors, Bullying Prevention Committee</p>	<ol style="list-style-type: none"> 1) Jul.-Aug. 2013 2) May-Nov. 2013 3) Jun. 2013 - March 2014 4) Aug.-Nov. 2013 5) May 2014 	<p>Prof. Dev. cost: Title I: \$2500 Title II: \$4500 EIA/Local Control Funding (LCFF): \$4000</p>
<p>Provide professional develop for AVID instructional strategies:</p> <ol style="list-style-type: none"> 1) Middle & high school teachers 2) High school principal 3) District AVID Director 4) IS Director 5) K-8 Principals 6) Meet with AVID regional director for PD plan 7) Develop AVID plan (PD plan included) 8) Visit National Award Winning AVID School (S. Tahoe) 	<p>IS Director, AVID Director, High School & K-8 principals, AVID teachers,</p>	<ol style="list-style-type: none"> 1) July - Oct. 2013 2) July 2013 3) July 2013, Jan. 2014 4) July 2014 5) July 2014 6) Nov. 2013 7) Feb. 2014 8) Jan. 2014 	<p>GEAR UP: \$5000 EIA: \$10,000 Title I: \$8000 Title II: \$8,000 Common Core Funding (CCF): \$10,000</p>

<p>Implement Professional Learning Communities at all school sites:</p> <ol style="list-style-type: none"> 1) Select PLC District Leadership Team and send to PLC Prof. Dev. in Pasadena or Seattle 2) Schedule 20 PLC site & district meetings on Early-Release Mondays 3) Schedule Monthly PLC District Leadership meetings (Wed.) 4) Restructure school schedules to allow site PLC time in addition to Early-Release Monday PLCs 5) Adopt a plan for additional PD training 	<p>Superintendent, Dept. Directors, Site Administration, Certificated Staff</p>	<ol style="list-style-type: none"> 1) July, Aug. 2013 2) Aug.-Oct. 2013 3) Aug.-Oct. 2013 4) July, Aug. 2013 5) January 2014 	<p>Title I: \$10,000 Title II: \$20,000 Stipend for PLC district team- Gen. Fund: \$16,000</p>
<p>Continue to provide PD for teachers to implement California Common Core Standards:</p> <ol style="list-style-type: none"> 1) Send teachers to SCOE training 2) PLC release days for Math, ELA, Science vertical alignment and articulation 3) GTIP probationary induction program 	<p>IS Director, HR Director, Sp. Ed. Director, site administrators, teachers</p>	<ol style="list-style-type: none"> 1) Aug. – June 2012 - 2014 2) Aug. – June 2013 – 2014 3) Aug. – June 2013 – 2014 	<p>Title I: \$25,000 Title II: \$15,000 EIA: \$15,000 CCF: \$20,000</p>
<p>Monitor the implementation of instructional strategies and practices:</p> <ol style="list-style-type: none"> 1) Schedule admin. monthly site visits 2) Purchase Progress Advisor: data collection software for instructional reviews 3) PD for site administrator on using Progress Advisor 4) Train teachers on instructional reviews and data collection 5) Schedule directors site visits with individual site admins. 	<p>IS Director, Sp. Ed. Director, IT Director, site administrators, teachers</p>	<ol style="list-style-type: none"> 1) Sep. – Dec. 2013 2) Aug. 2013 3) Sep. – Jan. 2013 – 2014 4) Jan. – Mar. 2014 5) Dec. 2013 	<p>Progress Advisor: \$2500 Title I, II, and carry-over EIA funds, Teacher sub cost: \$2000 CCF</p>
<p>Implement a new teacher induction program for probationary teachers:</p> <ol style="list-style-type: none"> 1) Schedule topics, program dates & times 2) Select instructors for each topic 3) Monitor participation 	<p>HR Director, dept. directors, site administration, special guest</p>	<ol style="list-style-type: none"> 1) July, Aug. 2013 2) Aug. 2013 3) Ongoing 	<p>No funding source needed</p>
<p>Provide additional support for student achievement:</p> <ol style="list-style-type: none"> 1) Develop & complete district Strategic Plan 	<p>Superintendent, dept. directors, School Site Councils</p>	<ol style="list-style-type: none"> 1) June – January 2012 - 2014 	<p>No funding source needed</p>

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>In addition to the professional development listed in section 4:</p> <ol style="list-style-type: none"> 1) Math teachers grades 6-8 will attend the California Mathematics Councils 2) K-8 teaching teams will attend No Excuses University conferences designed to promote a school culture of college and career readiness 3) All teaching staff will attend a calendared PD Day presented by Northern California Writing Project 4) District representation will attend the Curriculum & Instruction Steering Committee Symposium in Monterey 5) A district team will attend the Every Child Counts (ACSA) Symposium in Monterey 6) District department directors will attend the ACSA academies 7) iPad instructional training & implementation planning for 5th and 9th grade teachers 8) California Common Core Symposium, Newport Beach 9) Breakthrough Coach goal setting and organizational training 10) Science teachers grades 6+ will attend STEM Symposium 	<ol style="list-style-type: none"> 1) IS Director, math teachers 2) Site Admins & teachers 3) All Staff 4) Superintendent & IS Director 5) IS & Sp. Ed. Directors 6) Superintendent, IS HR & Bus. Directors 7) IT & IS Directors, Principals, teachers 8) IS & IT Director 9) IS Director & Secretary 10) Sci. Teachers 	<ol style="list-style-type: none"> 1) Dec. 2013 2) Jan. – July 2014 3) Jan. 2014 4) Feb. 2014 5) Jan. 2014 6) 2012-2014 7) Ongoing 8) Nov. 2013 9) Oct. 2013 10) Nov. 2013 	<p>Title I: \$6000</p> <p>Title I: \$10,000</p> <p>CCF: \$10,000</p> <p>Title II: \$4000</p> <p>Sp. Ed. \$4000 Title II: \$2500</p> <p>LCFF: \$9500</p> <p>Sub cost EIA carryover: \$1500</p> <p>No cost</p> <p>Title II: \$1500</p> <p>Title I & II: \$3500</p>

6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or 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
Provide summer school credit recovery & CAHSEE tutorial classes for high school students	IS Director, high school principal, lead teacher	June-July 2014	\$15,000	LCFF
Promote Early Back classes for in-coming kindergarteners & at-risk first graders (2 week pre-start)	IS Director, Literacy Coaches, Site Admins. Lead Teachers	August 2014	\$12,000	Title I
Support and promote SES tutorial opportunities for at-risk students at PI schools	IS Director	October 2013 January 2014	\$35,000	Title I
Provide a PEP Academy with academic components	PEP Director, IS Director	May – July 2014	\$25,000	PEP
Conduct a needs assessment & probability report for a summer academy targeting the use of technology in Mathematics & ELA: include teachers and students	IS Director, Literacy Coaches, Site Admins. Lead Teachers	Jan. – May 2014	\$35,000	Title I & II, CCF

7. 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
Evaluate and monitor site strategic plans regarding parent & community involvement strategies	Superintendent & IS Director	Monthly	None	None
Develop website for Instructional Services Dept. and provide updates	IS Director & Secretary	Jan. 2014 Ongoing	None	None
Administer annual survey of parents, community members, and students	IS Dept. & School Sites	Spring 2014	\$1000 paper / postage	Title I
Continue to promote stakeholder attendance of District Advisory Council (DAC)	IS Dept.	Ongoing	None	None
Support AVID parent & student night meetings to promote college readiness skills	District AVID Director, High School Principal & teachers	Fall 2013 Spring 2014	\$800	GEAR UP
Promote various parent night topics: higher education information, math night, STEM night, parenting class, etc.	IS Dept., Site Administrators	Ongoing	\$4000	Title I

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Gateway Unified School District

County District Code: 4575267

Date of Local Governing Board Approval: December 11, 2013

District Superintendent: James M. Harrell

Address: 4411 Mountain Lakes Blvd.

City: Redding

Zip Code: 96003

Phone: (530) 245-7900

FAX: (530) 245-7920

**E-mail:
shenson@gwusd.org**

Signatures:

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

James M. Harrell

Signature of Superintendent

Printed Name of Superintendent

Date

Debbie Bourne

Signature of Board President

Printed Name of Board President

Date

By submission of the local board approved LEA PI 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.