

(Rev 08-10)

California Department of Education
District and School Improvement Division

(CDE use only)

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY (LEA) PLAN

LEA Plan Information:

Name of Local Educational Agency (LEA): Orland Joint Unified School District
County/District Code: 11-75481
Dates of Plan Duration: 3-12-2012 to 3-12-2015
(should be up to three years)
Date of Local Governing Board Approval: 3-8-2012

LEA Information:

Superintendent: Chris von Kleist
Address: 1320 Sixth Street
City, State Zip: Orland, CA 95963
Phone: 530-865-1200
Fax: 530-865-1202

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, i.e., district assistance and intervention team.

**Local Education Agency Plan
Orland Joint Unified School District**

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Background

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

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

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

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

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

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

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

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

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

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

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

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

- a) Assignment and training of highly qualified staff;
- b) Identification of participants;
- c) Implementation of services;
- d) Provision of materials and equipment;
- e) Initial and ongoing assessment of performance and;
- f) Progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following:

- a) How are performance targets and activities based on student performance and factual assessment of current educational practice?
- b) How educationally sound is the plan to help reach the targets?
- c) How timely and effectively is the plan being implemented?
- d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

Planning Checklist for LEA Plan Development
(Optional)

LEA Plan - Comprehensive Planning Process Steps	
[X]	1. Measure effectiveness of current improvement strategies
[X]	2. Seek input from staff, advisory committees, and community members.
[X]	3. Develop or revise performance goals
[X]	4. Revise improvement strategies and expenditures
[X]	5. Local governing board approval
[X]	6. Monitor Implementation

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	72569	517,795	507,713	86%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	71,544	105,849	159,945	89%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	26,479	57,909	83,230	98%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education		515,562	515,562	100%
21st Century Community Learning Centers				
Other (describe)				
PI Year 3 Corrective Action funds		400,000	387,280	97%
Total	170,592	1,597,115	1,578,723	89%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient	32,493	370,976	319,039	86%
State Migrant Education				
School & Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education (Prop 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB65)				
Other (describe)				
Total:	32,493	370,976	319,039	86%

Part I The Plan

Needs Assessments

- Academic Achievement

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Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

District Profile

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

Orland Unified School District is located in the agricultural town of Orland about 100 miles north of Sacramento. The district consists of one school per grade span, K-2, 3-5, 6-8, and 9-12. A small continuation school and two community day schools are also maintained. There is an independent study site available for students K-12 for an alternative education option. The district has a district office and a special programs office. There are 106 certificated teachers, 99 classified staff and approximately 2,220 students. District level demographic percentages for 2009-10 were:

- 56% Hispanic
- 38% White
- 3% Asian
- 4% Other
- 24% English Learners
- 76% Free and Reduced Meals
- 2.27 Parent Education Level (STAR) 1 equals "not a high school graduate" and 5 equals "graduate School"

Orland Unified School District School Board has adopted goals that reflect community needs and desires. The academic goals include a standards-based sequential curriculum designed to reach state API and federal AYP targets with strong academic skills in reading, writing and mathematics. The district has adopted Standards-based textbooks in all core curricular areas, K-12. Standards aligned texts have been purchased for all students, in all grades. There will be both vertical and horizontal articulation, with a process for monitoring and evaluation, that will include all schools and personnel. The implementation of Edusoft at all levels will be used to facilitate this process. The full implementation of the Aeries attendance program will make the management of student records available to all personnel and assist in the evaluation process at all levels.

The descriptions included in the LEA Plan were based on an analysis of: multiple indicators of student achievement data, current educational practices within the district, barriers to student achievement, levels of teacher qualifications and staffing practices, availability of professional development resources for principals, teachers and instructional aides..

The District's Vision Statement, Mission Statement and Belief Statement are each indicated below. The overarching Vision Statement was adopted by the Board of Education on August 10, 2009.

Our Vision

The Orland School District will be the premier educational learning community in Northern California. Each student will be inspired to achieve to his or her maximum potential through an enriching and challenging instructional program. Creative talents and abilities of students will be nurtured through a rigorous, standards-based curriculum that includes the application of skills in real world settings, career exploration, fine arts, foreign language and a rich array of elective offerings. Our students will be well prepared academically, socially and emotionally for success in high school and beyond.

All students will be provided with the support necessary to achieve success. The future development of a Pre-K program will ensure that students entering kindergarten will have a strong foundation of academic and social skills. Student assessments will provide early identification for students in need of additional academic support. Individual and small group instruction will target the specific needs and learning styles of all students. Before and after-school programs will extend the learning day. Celebrations and recognition for student achievement will be commonplace. The district will meet and exceed all state and federal growth targets for student achievement.

A visit to our schools and classrooms will demonstrate a safe learning environment where students thrive. Teachers will have the necessary materials and training to fully implement and enrich the district curriculum. Well-stocked school and classroom libraries will provide students with an abundant treasure of literature to enjoy. Cafeteria workers, teachers and parents will support healthy eating with a variety of nutritional choices. Curriculum specialists in fine arts, library media and physical education; support personnel in libraries, computer labs and classrooms; and parent volunteers will work seamlessly with teachers.

Mutual respect will be the hallmark of all interactions between members of the school community. Appreciation for diversity and the uniqueness of each individual will be fostered through the collaborative work of students, parents and teachers.

All students will use technology daily as a tool for learning and productivity. Instructional technology will be integrated into lessons and activities throughout the day, opening the doors to the world and the future for our students.

Partnerships between the home and the school will be exemplary. The development of Web-based communication tools will allow parents access to current grades, attendance and instructional information. Schools will provide parent education resources and activities to maximize the power of parents and schools working together. Strong partnerships with businesses and the community will provide additional fiscal and volunteer support for our students.

The district will exercise fiscal prudence, ensuring "excellence in education" for all students, proactively securing all available national, state and local funds. Student learning will be the obvious business of the district with all resources directed toward this goal.

Mission Statement

The Orland Unified School District is dedicated to achieving high standards in curriculum, instruction, performance and personal behavior. It is our goal that each student achieves academic excellence and develops respect for self and others to become contributing members of our culturally diverse society. The responsibility for the development of these qualities in all students is accomplished through a cooperative effort among students, parents, staff and community.

Belief Statement

We believe that the highest levels of academic, social and emotional growth for all students occur when:

- Schools are welcoming places, providing a nurturing learning environment that ensures physical and emotional safety.
- All members of the school community strive for unity and embrace diversity.
- Mutual respect between parents, students, teachers, support staff and administrators creates an environment in which teamwork and collaboration thrive.
- Self-esteem and self-respect are enhanced through achievement.

We believe that all students can achieve to their maximum potential when:

- Instructional strategies target individual needs, abilities and learning styles.
- Current technology is used to support and enhance student learning.

We believe the shared responsibility for student success is built on a foundation that includes:

- High quality, well trained, caring and compassionate teachers, support staff and administration.
- Strong connections between the school and home, recognizing that parents play a vital role both as teachers and partners with the school in the growth and development of their children.
- A district culture in which trust, kindness, honesty and open communication are valued and practiced daily.

Activities described in the plan are based on the academic needs of students, the current academic achievement of the students, the demographics of the district, the current resources of the district, the current professional development needs of the teachers and principals of the district, and community needs and desires.

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

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

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

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

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

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

OUSD Multiple Measures for all students unless specified.

Kindergarten

District Progress Assessment (DPA) ELA
DPA Math
ELD Benchmark Assessment

First

DPA ELA
DPA Math
ELD Benchmark Assessment

Second

DPA ELA
DPA Math
ELD Benchmark Assessment

Third

DPA ELA
HM Summative Assessment
HM Theme Tests
DPA Math
ELD Benchmark Assessment

Fourth

DPA ELA
HM Summative Assessment
HM Theme Tests
DPA Math
ELD Benchmark Assessment

Fifth

DPA ELA
HM Summative Assessment
HM Theme Tests
DPA Math
ELD Benchmark Assessment

Sixth

DPA ELA
DPA Math
ELD Benchmark Assessment

Seventh

DPA ELA
DPA Math
ELD Benchmark Assessment

Eight

DPA ELA
DPA Math
ELD Benchmark Assessment

Ninth - Eleventh

Grade Level DPA ELA
Course Specific Benchmark Assessments:
Algebra I
Algebra II
Biology
Chemistry

Performance Goal 1:

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will continue to provide to all K-12 teachers SBE-adopted or board adopted core instructional materials in English Language Arts. The District will supplement the current intervention materials with additional materials. The District will monitor the implementation of core materials in each classroom.</p> <p>a) All staff will review curriculum program binders at each grade level and in core subjects. Program binders include;</p> <ul style="list-style-type: none"> • Alignment of state content standards to state-adopted (K-8) and local school board adopted (9-12) curriculum. • Alignment of state content standards to assessments (state, district progress monitoring, and curriculum based) and to CST released test questions. • Identification and articulation of district essential standards and alignment of essential standards to curriculum and assessments. • Pacing guides that determine the sequence and schedule for ELA instruction and core program implementation. • Curriculum guides that identify essential standards within the core curriculum. • Assessment calendars for teachers and administrators. <p>b) Program binders will be utilized by all teachers to ensure effective implementation of English Language Arts core curriculum and adherence to the state content standards.</p> <p>c) Administrators and teachers will review and complete revision of all formative and summative assessments which are aligned with state content standards.</p> <p>d) State content standards and daily standards-based learning objectives, including English Language Learning language objectives, will be posted and used for instruction in each classroom daily.</p> <p>e) Administrators and teachers will continue to provide and implement local and SBE-adopted materials to special education students (SPED), based on need, as specified in IEP goals.</p> <p>f) Administrators and teachers will continue to provide and implement SBE or board adopted curriculum for English language development (ELD) to meet the English proficiency needs of all EL students K-12.</p> <p>g) Create standards based pacing guides for ELD curriculum, including curriculum based and benchmark assessments.</p> <p>h) Teachers will use pacing guides in all classes K-12.</p> <p>i) Secondary teachers will work collaboratively to establish grading criteria for each course.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/EL Coordinators • Classroom Aides <p>a) June 2012 and then reviewed yearly June 2013, June 2014</p> <p>b) August 2012</p> <p>c) December 2012</p> <p>d) August 2012</p> <p>e) August 2012</p> <p>f) September 2012</p> <p>g) December 2012</p> <p>h) November 2012</p> <p>i) May 2013</p> <p>j) Fall 2013</p> <p>k) August 2013</p>	<ul style="list-style-type: none"> • Staff Salaries & Benefits • Teacher release time, sub costs • Professional Development Materials • Edusoft contract 	<p>Only Categorical funds are listed.</p> <p>\$112,000</p> <p>g) \$18,000</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
j) Secondary teachers will use agreed upon grading criteria. k) Teachers will create pacing guides that align the adopted ELA curriculum with the common core state standards.				
2. Use of standards-aligned instructional materials and strategies: a) State adopted (K-8) and local board adopted (9-12) reading/language arts instructional materials have been purchased and will be used with fidelity in all classrooms by all teachers on a daily basis. <ul style="list-style-type: none"> • California Treasures (2010) MacMillan/McGraw-Hill (K-5) • Literature and Language Arts (2002), Holt (6-8) • Language of Literature (2000), McDougal Littell (9-12) • Language Network (2000), McDougal Littell (9-12) b) State adopted, locally approved, standards-based reading/language arts intervention materials for strategic and intensive interventions will be purchased to ensure all sites have and are using with fidelity on a daily basis. Additional materials will be identified and purchased as funding allows. <ul style="list-style-type: none"> • Language!, 3rd (2005) and 4th Edition (2008), Sopris West (4-12) • Scholastic Reading Counts (K-2) c) Provide options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate. d) Teachers utilize research- based instructional strategies, such as Explicit Direct Instruction (EDI), SDAIE strategies and differentiated instruction techniques to meet the needs of all learners and including for some grades/subjects class size reduction. e) All teachers will be CLAD and /or EL certified and implement SDAIE strategies with English Language Learners. f) Teachers will create grade level pacing guides for California Treasures. g) Teachers will utilize pacing and curriculum guides for planning and implementing standards-based lessons, and meet in professional collaborative groups to monitor pacing and examine assessment data to effectively guide instruction. Pacing guides will be reviewed annually and revised as needed. h) Teachers and administrators use formative, standards-based assessments to determine academic needs and to guide classroom lesson planning and instruction. Review use and implementation of pacing guides and administration of common assessment and district program assessments. i) Administrators visit classrooms at least biweekly to observe and monitor the implementation of pacing guides and the use of standards-aligned instructional materials and effective strategies. j) The district will review all schedules to ensure that all grades have the appropriate time allocation, including universal access and intervention time for ELA.	District and Site Administrators <ul style="list-style-type: none"> • Classroom teachers • Title I/EL Coordinators • Classroom Aides a) August 2012 b) June 2013 c) August 2012 d) June 2013 e) August 2012, August 2013, August 2014 f) July 2012 g) November 2012, reviewed in March 2013, reviewed in November 2013, reviewed in March 2014, reviewed in November 2014, reviewed in March 2015 h) Pacing guides and assessments reviewed yearly May 2012, May 2013, May 2014, May 2015 i) August 2012, August 2013, August 2014, August 2015 j) Reviewed yearly July 2012, July 2013, July 2014, July 2015 k) June 2013, June 2014 l) beginning June 2012 and continuing each semester through 2015. m) December 2012	<ul style="list-style-type: none"> • Teacher release time, sub costs • LinkIt! contract • Staff Salaries & Benefits • Materials and supplies 	\$208,551 \$122,775 \$66,345	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> k) School sites with support from the district administration will review current strategic and intensive ELA intervention programs to determine effectiveness. l) Secondary students who qualify for strategic and intensive support classes will be scheduled in strategic support or intensive classes. m) Supplemental components of Avenues for Fairview, High Point for CK Price and Edge for the high school will be reviewed and purchased to provide additional curricular support for EL students. 				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> a) Students who need intervention or other academic support services, which focus on the remediation of grade level essential standards, will be identified by using district progress monitoring assessments and state assessment data. Each student will be placed into appropriate intervention services. Intervention services will be provided during the school day but outside of the core instructional time. b) Students will be monitored and reevaluated for these services in K-8 classes every 6-8 weeks and in 6-12 classes every 4 weeks to determine growth and to adjust services as needed. c) The district will review schedules to ensure a daily additional 30 minutes of instruction time, in addition to the daily core, for students who are two or more years below grade level in reading/language arts during the school day (K-8). d) Summer school is offered for targeted students who fail to meet grade level standards, and/or loss of credits using state –adopted instructional materials which focus on the remediation of grade level essential standards as funds allow. e) Before, during, or after school intervention and tutoring programs for students requiring additional assistance will be offered at all schools. <ul style="list-style-type: none"> • Before school (6-8) • Lunchtime (9-12) • After school (K-5) d) Extended Day Kindergarten will be offered to all kindergartners. e) Supplemental Education Services (SES) are available to all students who qualify under the SES guidelines. f) Site administrators coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines. g) The Middle will provide double periods of reading/language arts for students who are far below and or below basic grade level standards, the High School will provide double periods where applicable. h) The district will participate with the Glenn County After-School Program (K-5) to offer additional after school help for students. i) Teachers, in content area subjects, will integrate English/Language Arts content standard instruction into their content area instruction. 	<ul style="list-style-type: none"> • District and Site Administration • Teachers • Aides • Parents <ul style="list-style-type: none"> a) July 2012, July 2013, July 2014, July 2015 b) July 2012, November 2012, February 2013, May 2013, July 2013, November 2013, February 2014, May 2014, July 2014, November 2014, February 2015, May 2015 c) August 2012, August 2013, August 2014, August 2015 d) June 2012, June 2013, June 2014, June 2015 e) May 2012, May 2013, May 2014, May 2014 e) March 2012, March 2013, March 2014, March 2015 f) May 2012, May 2013, May 2014, May 2015 g) Yearly review h) ongoing yearly 2012-2015 i) May 2013, May 2014, May 2015 j) September 2012 k) September 2012 and continuing through 2015 	<ul style="list-style-type: none"> • Extra-duty salaries and benefits • Supplemental Materials and supplies • SES Providers fees 	\$39,294	<ul style="list-style-type: none"> • Title I • Hourly Programs • EIA/LEP • Migrant Regional services • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> j) Teachers will implement the intervention curriculum with fidelity and will use research based instructional practices and strategies to provide effective instruction. k) Teachers will monitor the implementation of the E/LA intervention curriculum. k) Administrators will monitor the implementation of the E/LA intervention curriculum 				
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> a) The district will review technology needs and provide computers and software for classrooms, libraries, and computers labs (3-12). School media centers are equipped with computers which have access to the internet and to on-line catalogs. b) The district will provide access to software that supports reading/language arts development and growth for all students. Interactive computer-based programs such as the Renaissance Place programs; Scholastic Reading Counts and Accelerated Reader as funding allows will be purchased continue to be used (2-12). c) Teachers and administrators will implement the use of Edusoft, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement. d) The District Technology Plan will be reviewed and revised as necessary to support the uses of technology in and for instructional purposes. Curricular integration of technology is specifically outlined in the plan. The tech plan is current and approved through 2015. e) Parents of 6th-12th grade students have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents. f) The Aeries Student Data Information System will be utilized by teachers, administrators and district personnel. g) Use of technology components of standards aligned adoptions and texts, including the use of online and CD ROM resources, will continued to be examined and implemented by teachers when appropriate. h) Teachers will utilize the technology component of the adopted curriculum for planning and instructional purposes. i) Students will utilize the technology components of the adopted curriculum. j) Create needed reports in Edusoft to allow staff members to more easily access and analyze assessment information. k) Develop a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments. m) Purchase subscriptions to programs, such as Rosetta Stone, to provide support to ELLs. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • District Tech staff • Parents a) September 2012, March 2013, March 2014, March 2015 b) Software needs will be reviewed annually c) review October 2012, October 2013, October 2014, October 2015 d) plan is reviewed yearly e) ongoing yearly g) use will be reviewed during annual technology use review h) May 2013, May 2014 i) Reviewed through technology review May 2013, May 2014 j) December 2012 k) July 2013 m) June 2012, June 2013, June 2014, June 2015 	<ul style="list-style-type: none"> • Staff salaries and benefits • Hardware and software • Staff professional development costs 	<p>\$10,000 \$2,982</p>	<ul style="list-style-type: none"> • General Fund • Title I, II, III • EIA/LEP • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The district has trained a large percentage of staff in Profession Learning Communities (PLC) and has provided weekly collaboration time that allows teachers to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum • Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards • Support effective implementation of pacing guides • Make informed instructional decisions that result from analysis of student data • Promote professional, collegial collaboration • Examine outcomes of instruction to improve student learning <p>b) Site administrators and PLC facilitators are provided with additional PLC training.</p> <p>c) Site administrators provide PLC facilitators with training and support for the effective implementation of professional collaborative meetings.</p> <p>d) The District in conjunction with technical assistance provider will determine four focus areas for professional development including professional development for site administrators and teachers</p> <p>e) The district will provide professional development for teachers and site administrators (K-5) in the use the of the newly adopted California Treasures core ELA curriculum.</p> <p>f) New teachers will participate in BTSA.</p> <p>g) Special Education and alternative education teachers will continue to receive VPSS training as necessary and appropriate.</p> <p>h) Principals that have not done so will participate in the Administrator Training Program.</p> <p>i) Provide professional development for teachers in the area of ELD strategies use of PLC in determining ELL support and ELD intervention instruction, this professional development will include ongoing coaching.</p> <p>k) Teachers and administrators will collaborate on the effective use of the adopted E/LA curriculum through PLCs.</p> <p>l) E/LA intervention teachers (AND ADMINISTRATORS) will receive initial training in the adopted E/LA intervention curriculum.</p> <p>m) E/LA intervention teachers and administrators will receive ongoing training in the use of the intervention curriculum and effective strategies to support struggling students.</p> <p>n) Special Education staff should be part of the PLC collaboration teams to help core instruction.</p> <p>Teachers determine how they can provide Tier I and Tier II interventions in their core classrooms.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/EL Coordinators • Classroom Aides <p>b) September 2012</p> <p>c) March 2013</p> <p>d) June 2012</p> <p>e) July 2012</p> <p>f. June 2013, June 2014, June 2015</p> <p>g) June 2012, June 2013, Jun 2014, June 2015</p> <p>h) November 2012</p> <p>i) December 2012</p> <p>j) June 2013, June 2014, June 2015</p> <p>k) August 2012 and continuing through 2015</p> <p>l) January 2013</p> <p>m) Beginning August 2013 and continuing yearly.</p> <p>n) September 2012</p> <p>o) November 2012</p> <p>p) June 2013</p> <p>q) June 2013</p> <p>r) September 2012, June 2013, September 2013, June 2014, September 2014, June 2015</p>	<ul style="list-style-type: none"> • Edusoft contract • Staff release time, sub costs • Travel expenses • Professional development materials and supplies • Consultant/Outside Expert expenses • BTSA & VPSS training costs • Administrator Training Program costs 	<p>\$31,410</p> <p>i) \$28,000</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> o) Special education staff will have monthly meetings to review compliance with special education laws, professional development in the areas of: development of goals reflecting state standards, research based intervention practices to meet student learning needs and in the area of progress monitoring. p) Provide professional development for teachers in the area of autism. q) Provide all staff with lists of ELL students who are close to proficiency on CST and CAHSEE and provide training in strategies and lessons to support these students. r) Provide all staff with lists of ELL students who have scored at the intermediate level for the past three years and provide specific strategies to target the student's needs. 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> a) The district and school administrators will communicate with parents in a timely manner, about academic proficiency levels, grade-level standards, data reporting on the Standardized Testing and Reporting (STAR) program, CAHSEE, CELDT, district assessments, and available assistance for students. b) Administrators and teachers will assist parents in the interpretation of state and local assessments. c) All notices, reports, statements, or records that district or school staff sends to parents or guardians will be written in English and Spanish. Additionally, translation services will be offered where appropriate. The district will provide all required written notifications, for each consolidated program, within specified guidelines in a format that parents can understand. d) K-5 individual parent conferences will be held at least once each year, and on-going as needed to support student success. e) Review use of parent portal and determine ways to increase the use of the portal. f) Parents of students in grade 6-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents g) School Site Councils, comprised of site administrators, staff, and parents will continue to develop school plans and monitor the effectiveness of academic programs. h) District Migrant Education Liaisons will plan for and provide educational programs for parents of migrant students, and participate in ELAC and DELAC meetings. These programs will be reviewed in parent survey and changes made to educational programs based on parent and staff input. i) Provide Family Reading Nights at schools to support reading development at home. j) Site administrator and teachers will continue to work in cooperation with parent formed Parent Clubs. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Parents • Migrant Liaison a) August 2012, August 2013, August 2014 b) December 2012, December 2013, December 2014 c) November 2012 d) May 2012 and ongoing yearly e) October 2012, October 2013, October 2014 f) June 2012, June 2013, June 2014 g) June 2012, June 2013, June 2014, June 2015 h) June 2012, June 2013, June 2014, June 2015 i) Schools will select dates, the district will monitor nights yearly January 2013, January 2014, January 2015 j) yearly k) December 2012, December 2013, December 2014 l) quarterly 2012, quarterly 2013, quarterly 2014, quarterly 2015 m) June 2013, June 2014, June 2015 	<ul style="list-style-type: none"> • Parent Education materials and supplies, mailing costs • Parent meetings, teacher salaries, materials • Event flyers, meeting expenses, speakers, 	\$2,557	<ul style="list-style-type: none"> • Title III, EIA/LEP • General Fund • Regional Migrant services • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>k) School sites will hold at least one Title I Parent Meeting annually during which Title I parents will help to create the school's Title I Parent Involvement Policy, receive information on the school's Title I program, and receive information about state ELA standards and how they can support reading at home.</p> <p>l) The English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC), committees for parents or other community members who advocate for English Learners, will meet quarterly to advise district and school site administration, school staff and the School Site Council on programs and services for English Learners and their parents.</p> <p>m) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.</p> <p>n) Parents of middle and high school students will receive information on CASHEE requirements and opportunities for support services.</p> <p>n) Parents will be informed of student outcome data and the educational program programs offered through a variety of events and activities. These include:</p> <ul style="list-style-type: none"> • Back- to-School Night and Open House • Parent Conferences • STAR Information Packets • ELAC (English Learner Advisory Committee) • DELAC (District English Learner Advisory Committee) • GATE Parent meetings • SSC (School Site Council)/DAC (District Advisory Council) • Newsletters • School and District Web Sites • Local School Board meetings <p>o) Teachers will notify parents of E/LA strategic and intensive interventions provided for their student.</p> <p>p) Provide parent materials explaining common core standards and providing ways for parents to support their students' mastery of these standards.</p> <p>q) Families of English Language Learners will have reclassification criteria explained and will be included in the decisions to reclassify students.</p>	<p>n) Activities/events will be reviewed yearly March 2013, March 2014, March 2015</p> <p>o) December 2012, June 2013, December 2013, June 2014. December 2014, June 2015</p> <p>p) June 2013</p> <p>q) June 2012, January 2013, June 2013, January 2014, June 2014, January 2015</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Parents of incoming kindergartners will be provided with kindergarten readiness packets that consist of information and materials which support students' school readiness.</p> <p>b) Schools collaborate with Migrant Ed and Head Start preschools to provide them with information about transitioning to Kindergarten.</p> <p>c) School sites provide orientations, which include site visits, to support transitions from preschool, elementary, and middle school.</p> <p>d) Ongoing school to home communication, in English and Spanish, regarding school and student progress.</p> <p>e) High school students and parents are provided with informational and support services for college entrance.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Title I/EL Coordinators • Classroom teachers • Classroom Aides • Counselors/Nurses • Students • Parents <p>a) April 2012, April 2013, April 2014</p> <p>b) April 2012, April 2013, April 2014</p> <p>c) July 2012, July 2013, July 2014</p> <p>d, materials reviewed yearly July 2012, July 2013, July 2014</p> <p>e) August 2012, August 2013, August 2014</p>	<ul style="list-style-type: none"> • Materials & Supplies 	\$2,000	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General funds • IDEA
<p>8. Monitoring program effectiveness:</p> <p>a) Schools sites will submit an annual school wide program evaluation which is submitted to the Categorical Programs office. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.</p> <p>b) Administrators will establish school and classroom observation and monitoring protocols to ensure quality and effectiveness of programs and instruction including teacher usage of pacing guides.</p> <p>c) Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.</p> <p>d) The District/School Leadership Team (DSLTL) will review improvement district-wide in 3 focus areas; English Language Arts, English Language Development, and Professional Learning Communities. The DSLTL will review progress towards SMART goals for each focus area.</p> <p>e) Teachers will administer curriculum based assessments and district progress monitoring assessments.</p> <p>e) Teachers, at least twice per month, will analyze state, district, and curriculum-based assessment data during staff meetings and professional collaboration time. PLC will provide goals and strategies agreed upon to school administrators after each PLC meeting. Results of the analysis will be used to monitor programs and effect changes in instruction, curriculum implementation and</p>	<ul style="list-style-type: none"> • District and Site Administrators • Title I/EL Coordinators • Class room teachers <p>a) May 2012, May 2013, May 2014</p> <p>b) December 2012</p> <p>c) January 2013, June 2013, December 2013, June 2014, December 2014, June 2015</p> <p>d) May 2012, February 2013, June 2013, February 2014, June 2014, February 2015, February 2015</p> <p>e)</p> <p>f) Beginning in October 2012 and continuing biweekly through June 2015</p> <p>g) September 2012 and continuing quarterly through June 2015</p> <p>h) Twice yearly</p> <p>i) June 2012, June 2013, June 2014, June 2015</p> <p>j) December 2012,</p>	<ul style="list-style-type: none"> • LinkIt! contract • Staff salaries and benefits • Materials and supplies 	\$3,000	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>intervention services as needed.</p> <p>f) District office administration will present benchmark assessment data to the district governing board once per quarter and during appropriate quarters include EL student progress on district ELD assessment and CELDT.</p> <p>g) District wide ELD monitoring procedures will provide administrators and teachers access to EL student information and data, including CELDT levels and growth.</p> <p>h) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CASHEE results, and survey results.</p> <p>i) Parent surveys (school site, Title 1, ELD, GATE) will be given to parents at least once a year. Survey results will be reported to the local school board and used by administrators and staff to monitor program effectiveness and determine program needs.</p> <p>j) The District will provide technical support to all schools to effectively implement the Single School Plan for School Achievement.</p> <p>k) The District ensures that federal, state, and local funds are specifically targeted to support school reform efforts and maintain compliance with regulations.</p> <p>l) Administrators will monitor the implementation of the ELA curriculum and the ELD curriculum through the use of classroom walkthroughs and discussions of PLC documents.</p> <p>m) ELD coordinators will meet monthly to review AMAOs and analyze student data to revise, add, delete, instructional strategies as needed based on student achievement data.</p> <p>n) The District will evaluate the ELD assessments to determine modifications to the assessment portfolio including additions of assessments such as ADEPT Language Proficiency assessment.</p> <p>o) Student data will be reviewed twice yearly for purposes of identifying reclassification candidates</p>	<p>December 2013, December 2014,</p> <p>k) quarterly 2012, 2013, 2014</p> <p>l) October 2012, October 2013, October 2014</p> <p>m) May 2012 and continuing monthly during the school year through 2015</p> <p>n) February 2013, February 2014, February 2015</p> <p>o) July 2012, February 2013, July 2013, February 2014, July 2014</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) The District will develop a tiered Response to Intervention model of for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> • Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, ELD benchmark and CST data. • Placement and targeted instruction based on specific student need (reading comprehension, fluency, language skills, etc.). • Intensive intervention for students who are performing 2 or more years below grade level proficiency. • Strategic intervention for students 1 to 2 years below grade level proficiency. <ul style="list-style-type: none"> • Targeted programs including, but not limited to Language!, CARS, SIPPS, Avenues, Read Naturally, Corrective Reading, 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/ EL Coordinators • Classroom Aides <p>a) June 2013</p> <p>b) Fall 2013</p> <p>c) January 2014</p> <p>d) November 2012, November 2013, November 2014</p> <p>e) yearly</p> <p>f) reviewed March 2013, March 2014</p> <p>g) June 2012, June 2013, June 2014</p>	<ul style="list-style-type: none"> • Edusoft contract • Staff salaries and benefits • Supplementary program materials and supplies 	<p>\$93,000</p>	<ul style="list-style-type: none"> • General Fund • Title I, II, III • EIA/LEP • Migrant regional services • IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>and Rewards, CAHSEE remediation, RFEP support class.</p> <ul style="list-style-type: none"> Includes ELD and Special Education resource support. Student progress monitoring every 6-8 weeks. <p>b) The District will implement a tiered Response to Intervention model of for strategic and intensive intervention reading language arts services for low-performing students, students with disabilities, and English Learners.</p> <p>c) Teachers, including special education and EL teachers, utilize professional collaboration time to analyze district and program assessment data to determine the needs of individual students for placement purposes, to make appropriate placement adjustments as needed, and to monitor and evaluate program effectiveness.</p> <p>c) The District has identified English Learners as a key subgroup targeted for improvement and has developed a plan to target services to provide appropriate support. Teachers will continue to receive support and training from EL Coordinators and the district EL Coordinator in specific researched-based instructional strategies appropriate for EL's.</p> <p>d) State adopted, locally approved, standards-based reading/language arts intervention materials for strategic and intensive interventions have been purchased at some sites and are used with fidelity on a daily basis in the intervention programs. Additional materials will be identified and purchased as funds allow.</p> <p>e) Low income students have access to SES which provides tutoring outside of the school day.</p> <p>f) Alternative Education options, such as Community Day School, Continuation High School, and Independent Study are available to students by referral and placement as determined by a Student Study Team.</p> <p>g) Summer school is offered for targeted students who fail to meet grade level standards, using state –adopted instructional materials which focus on the remediation of grade level essential standards as funds allow.</p> <p>h) Teachers will receive support and training from the district Special Education Coordinator in specific researched-based strategies appropriate for SPED's.</p> <p>i) Migrant students will receive additional support through coordinated efforts of classroom teachers, instructional aides, and school based migrant staff. Services will be reviewed at least yearly.</p>	<p>h) June 2013, June 2014, June 2015</p> <p>i) August 2012, August 2013, August 2014</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>a) Speech and language specialist services are provided for students as indicated in Individualized Education Plans.</p> <p>b) CASHEE tutoring is available for non-passers and students at risk of not passing the CAHSEE.</p> <p>c) GATE services, Honors and AP courses are offered to qualifying students and students who request access to honors and AP classes.</p> <p>d) College Connection and AVID (Advancement Via Individual Determination) are offered to students at Orland High School.</p>	<ul style="list-style-type: none"> District and Site Administrators Classroom teachers SPED personnel CAHSEE tutor AVID teachers Counselors <p>a) IEP dates</p> <p>b) Classes offered year</p>	<ul style="list-style-type: none"> Staff salaries and benefits Supplementary program materials and supplies 	\$10,000	<ul style="list-style-type: none"> Title II General fund County Services Regional Migrant Services IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e) Services to homeless students are coordinated with Glenn County Office of Education.	round, services reviewed January 2013, January 2014, January 2015 c) March 2013, March 2014, March 2015 d) March 2012, March 2013, March 2014 e) March 2013, March 2014			

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will continue to provide to all K-12 teachers SBE-adopted or board adopted core instructional materials in Mathematics. The district will supplement the current intervention materials with additional materials. The district will monitor the implementation of core materials in each classroom.</p> <p>a) All staff will review curriculum program binders at each grade level and in core subjects. Program binders include:</p> <ul style="list-style-type: none"> • Alignment of state mathematics content standards to state-adopted (K-8) and local school board adopted (9-12) curriculum • Alignment of state content standards to assessments (state, district progress monitoring, and curriculum based) and to CST released test questions • Identification and articulation of district essential standards and alignment of essential standards to curriculum and assessments • Pacing guides that determine the sequence and schedule for math instruction and core program implementation • Curriculum guides that identify essential standards within the core curriculum. • Assessment calendars for teachers and administrators <p>b) Secondary binders will be revised and any incomplete core course binders will be completed.</p> <p>c) Program binders will be utilized by all teachers to ensure effective implementation of the math curriculum and adherence to the state content standards.</p> <p>d) Administrators and teachers will review and complete all secondary formative and summative assessments which are aligned with state content standards.</p> <p>e) State content standards and daily standards-based learning objectives will be posted and used for instruction in each classroom daily.</p> <p>f) Administrators and teachers will continue to provide and implement local and SBE-adopted materials to special education students (SPED), based on need, as specified in IEP goals.</p> <p>g) Teachers will use pacing guides in all classes K-12.</p> <p>h) Secondary teachers will work collaboratively to establish standards based grading criteria for each course.</p> <p>j) Secondary teachers will use agreed upon grading criteria.</p> <p>k) Teachers will create pacing guides that align the adopted mathematics curriculum with the common core standards.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Math Lab teachers • Classroom Aides <p>a) June 2012 and then reviewed yearly June 2013, June 2014</p> <p>b) October 2012</p> <p>c) August 2012</p> <p>d) August 2012</p> <p>e) December 2012</p> <p>f) August 2012</p> <p>g) December 2012</p> <p>h) May 2013</p> <p>i) Fall 2013</p> <p>k) August 2013</p>	<ul style="list-style-type: none"> • Staff Salaries & Benefits • Teacher release time, sub costs • Professional Development materials cost • LinkIt! contract 	<p>Only Categorical funds are listed</p> <p>\$19,828</p> <p>\$42,259</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General fund • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) State adopted (K-8) and local board adopted (9-12) mathematics instructional materials have been purchased and will be used with fidelity in all classrooms by all teachers on a daily basis.</p> <ul style="list-style-type: none"> • Everyday Math (2007), The Wright Group/McGraw-Hill (K-6) • Concepts and Skills (2001), McDougal Littell (7-8) • Discovering Geometry (2008), Key Curriculum Press (8) • Passports to Algebra and Trigonometry (2000), McDougal Littell • Practical Math (1998), Holt • Algebra and Trigonometry (1988), Houghton Mifflin • Algebra I (2000), McDougal Littell • Algebra II (2001), McDougal Littell • Geometry Concepts and Skills (2003), McDougal Littell • PreCalculus with Limits (2008), Houghton Mifflin • Calculus (1998), McDougal Littell <p>b) Intervention materials for algebra readiness are offered in the 8th grade.</p> <p>c) The districts will adopt and purchase materials for math intervention support in secondary school support classes.</p> <p>c) Provide a program of options to meet the individual needs of all students, including SPED's and EL's through strategic and intensive interventions, use of core and support materials, adaptation of core and local materials and use of specialized settings where appropriate.</p> <p>d) Teachers utilize research- based instructional strategies, such as EDI (Explicit Direct Instruction) and differentiated instruction techniques to meet the needs of all learners.</p> <p>e) All teachers are currently CLAD and /or EL certified, new teachers will be CLAD or EL certified.</p> <p>f) All teachers will implement strategies to support mastery of standards by English Language Learners.</p> <p>g) Teachers will utilize pacing and curriculum guides for planning and implementing standards-based lessons, and meet in professional collaborative groups to monitor pacing and examine assessment data to effectively guide instruction. Pacing guides will be reviewed annually and revised as needed.</p> <p>h) Teachers and administrators will use formative, standards-based assessments to determine academic needs and to guide classroom lesson planning and instruction.</p> <p>i) Administrators visit classrooms at least biweekly to observe and monitor the implementation of pacing guides and the use of standards-aligned instructional materials and effective strategies.</p> <p>j) The district will review all schedules to ensure that all grades have the appropriate tme allocation, including universal access and intervention time for Math including support classes at the secondary level.</p> <p>k) Review and select supplemental matierals to support implementation of common core standards.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides <p>a) August 2012</p> <p>b) May 2012</p> <p>c) June 2013</p> <p>d) December 2012</p> <p>e) August 2012, August 2013, August 2014, August 2015</p> <p>f) December 2012</p> <p>g) June 2012</p> <p>h) June 2013</p> <p>i) August 2012, August 2013, August 2014, August 2015</p> <p>j) reviewed yearly July 2012, July 2013, July 2014, July 2015</p> <p>k) June 2014</p> <p>l) June 2013, June 2014, June 2015</p> <p>m) July 2012 and reviewed each semester through June 2015</p>	<ul style="list-style-type: none"> • Teacher release time, sub costs • LinkIt! contract 	<p>\$35,000</p> <p>\$128,516</p> <p>\$42,259</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> l) School sites with support from the district administration will review current strategic and intensive mathematics intervention programs to determine effectiveness. m) Secondary students who qualify for strategic and intensive support classes will be scheduled in strategic support or intensive classes. 				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> a) Students who need intervention or other academic support services, which focus on the remediation of grade level essential standards, will be identified by using district progress monitoring assessments and state assessment data. Each student will be placed into appropriate intervention services. Intervention services will be provided during the school day but outside of the core instructional time. b) Students will be monitored and reevaluated for these services in K-8 classes every 6-8 weeks and in 6-12 classes every 4 weeks to determine growth and to adjust services as needed. c) The district will review schedules to ensure daily additional instructional time, in addition to the daily core, for students who are two or more years below grade level in mathematics during the school day (K-8). d) Summer school is offered for targeted students who fail to meet grade level standards, and/or loss of credits using state –adopted instructional materials which focus on the remediation of grade level essential standards as funds allow. e) Before, during, or after school intervention and tutoring programs for students requiring additional assistance will be offered at all schools. <ul style="list-style-type: none"> • Before school (6-8) • Lunchtime (9-12) • After school (K-5) f) Extended Day Kindergarten will be offered to all kindergartners. g) Supplemental Education Services (SES) are available to all students who qualify under the SES guidelines. h) Site administrators coordinate the development of master schedules for the implementation of intervention and tutorial programs and the district reviews the master schedule to ensure full implementation of intervention services for all students meeting the intervention guidelines. i) The Middle and High Schools will provide double periods of mathematics for students who are far below and or below basic grade level standards. j) The district will participate with the Glenn County After-School Program (K-5) to offer additional after school help for students. k) Teachers will implement the intervention curriculum with fidelity and will use research based instructional practices and strategies to provide effective instruction. l) Administrators will monitor the implementation of the mathematics intervention curriculum 	<ul style="list-style-type: none"> • District and Site Administration • Classroom teachers • Aides • Parents a) July 2012, July 2013, July 2014, July 2015 b) July 2012, November 2012, February 2013, May 2013, July 2013, November 2013, February 2014, May 2014, July 2014, November 2014, February 2015, May 2015 c) August 2012, August 2013, August 2014, August 2015 d) June 2012, June 2013, June 2014, June 2015 e) September 2012, September 2013, September 2014, September 2014 f) March 2012, March 2013, March 2014, March 2015 g) May 2012, May 2013, May 2014, May 2015 h) Yearly review i) July 2012, July 2013, July 2014, July 2015 j) September 2012 k) September 2012 and continuing through 2015 l) September 2012 and continuing through 2015 	<ul style="list-style-type: none"> • Extra-duty salaries and benefits • Materials and supplies • Supplemental Instructional materials and supplies • Intervention class materials • SES providers fees 	<p>\$32,444</p>	<ul style="list-style-type: none"> • Title I • Hourly Programs • Migrant regional services • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) The district will review technology needs and provide computers and software for classrooms, libraries, and computers labs (3-12). School media centers are equipped with computers which have access to the internet and to on-line catalogs.</p> <p>b) The district will provide access to software that supports mathematics development and growth for all students. Interactive computer-based programs such as the Renaissance Place programs; as funding allows will be purchased continue to be used (2-12).</p> <p>c) Teachers and administrators will implement the use of Edusoft, the web-based, data-driven diagnostic tool, to manage and analyze statewide, district progress monitoring, and curriculum-based assessments in order to monitor student progress toward achieving grade-level standards and to identify areas of improvement.</p> <p>d) The District Technology Plan will be reviewed and revised as necessary to support the uses of technology in and for instructional purposes. Curricular integration of technology is specifically outlined in the plan. The tech plan is current and approved through 2015.</p> <p>e) Parents of 6th-12th grade students have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents.</p> <p>f) The Aeries Student Data Information System will be utilized by teachers, administrators and district personnel.</p> <p>g) Use of technology components of standards aligned adoptions and texts, including the use of online and CD ROM resources, will continued to be examined and implemented by teachers when appropriate.</p> <p>h) Teachers will utilize the technology component of the adopted curriculum for planning and instructional purposes.</p> <p>i) Students will utilize the technology components of the adopted curriculum.</p> <p>j) Create needed reports in Edusoft to allow staff members to more easily access and analyze assessment information.</p> <p>k) Develop a plan to update and upgrade technology infrastructure and equipment to meet the requirements for common core assessments.</p> <p>m) Purchase subscriptions to programs such as; ST Math, to provide support to ELLs.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • District Tech staff <p>a) September 2012, March 2013, March 2014, March 2015</p> <p>b) Software needs will be reviewed annually</p> <p>c) review October 2012, October 2013, October 2014, October 2015</p> <p>d) plan is reviewed yearly</p> <p>e) ongoing yearly</p> <p>g) use will be reviewed during annual technology use review</p> <p>h) May 2013, May 2014</p> <p>i) Reviewed through technology review May 2013, May 2014</p> <p>j) December 2012</p> <p>k) July 2013</p> <p>m) June 2012, June 2013, June 2014, June 2015</p>	<ul style="list-style-type: none"> • Staff salaries and benefits • Hardware and software • Professional development costs 	<p>\$2,981</p>	<ul style="list-style-type: none"> • General Fund • Title I, II, III • EIA/LEP • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The district has trained a large percentage of staff in Profession Learning Communities (PLC) and has provided weekly collaboration time that allows teachers to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Share and model appropriate, effective teaching practices, planning strategies, and standards-based lesson design that best support the curriculum • Plan for effective standards-based instruction and assessment that support the adopted curriculum and align to state content standards • Support effective implementation of pacing guides • Make informed instructional decisions that result from analysis of student data • Promote professional, collegial collaboration • Examine outcomes of instruction to improve student learning <p>b) Provide site administrators and PLC facilitators with additional PLC training.</p> <p>c) Site administrators provide PLC facilitators with training and support for the effective implementation of professional collaborative meetings.</p> <p>d) The District in conjunction with technical assistance provider will determine four focus areas for professional development including professional development for site administrators and teachers</p> <p>e) The district will provide professional development for teachers and site administrators in the use of research based instruction and strategies, this professional development will include ongoing coaching.</p> <p>f) New teachers will participate in BTSA.</p> <p>g) Special Education and alternative education teachers will continue to receive VPSS training as necessary and appropriate.</p> <p>h) Principals that have not done so will participate in the Administrator Training Program.</p> <p>i) Provide professional development for teachers in the area of ELD strategies and the use of PLC in determining ELL support , this professional development will include ongoing coaching.</p> <p>k) Teachers and administrators will collaborate on the effective use of the adopted mathematics curriculum through PLCs.</p> <p>l) Mathematics intervention teachers (AND ADMINISTRATORS) will receive initial training in the adopted mathematics intervention curriculum.</p> <p>m) E/LA intervention teachers and administrators will receive ongoing training in the use of the intervention curriculum and effective strategies to support struggling students.</p> <p>n) Special Education staff will be part of the PLC collaboration teams to help core instruction teachers determine how they can provide Tier I and Tier II interventions in their core classrooms.</p> <p>o) Special education staff (and ADMINISTRATORS) will have monthly meetings to review compliance with special education</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides <p>b) September 2012</p> <p>c) March 2013</p> <p>d) June 2012</p> <p>e) June 2013</p> <p>f. June 2013, June 2014, June 2015</p> <p>g) June 2012, June 2013, Jun 2014, June 2015</p> <p>h) November 2012</p> <p>i) July 2013</p> <p>j) June 2013, June 2014, June 2015</p> <p>k) August 2012 and continuing through 2015</p> <p>l) July 2013</p> <p>m) Beginning July 2013 and continuing yearly.</p> <p>n) September 2012</p> <p>o) November 2012</p> <p>p) June 2013</p> <p>q) June 2013</p> <p>r) September 2012, June 2013, September 2013, June 2014, September 2014, June 2015</p>	<ul style="list-style-type: none"> • Edusoft contract • Staff release time • Travel expenses • Professional development materials and supplies • Consultant outside experts costs • BTSA & VPSS costs 	<p>\$31,409</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>laws, professional development in the areas of : development of goals reflecting state standards, research based intervention practices to meet student learning needs and in the area of progress monitoring.</p> <p>p) Provide professional development for teachers (AND ADMINISTRATORS) in the area of autism.</p> <p>q) Provide all staff with lists of ELL students who are close to proficiency on CST and CAHSEE and provide training in strategies and lessons to support these students.</p> <p>r) Provide all staff with lists of ELL students who have scored at the intermediate level for the past three years and provide specific strategies to target the student's needs.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) The district and school administrators will communicate with parents in a timely manner, about academic proficiency levels, grade-level standards, data reporting on the Standardized Testing and Reporting (STAR) program, CAHSEE, CELDT, district assessments, and available assistance for students.</p> <p>b) Administrators and teachers will assist parents in the interpretation of state and local assessments.</p> <p>c) All notices, reports, statements, or records that district or school staff sends to parents or guardians will be written in English and Spanish. Additionally, translation services will be offered where appropriate. The district will provide all required written notifications, for each consolidated program, within specified guidelines in a format that parents can understand.</p> <p>d) K-5 individual parent conferences will be held at least once each year, and on-going as needed to support student success.</p> <p>e) Review use of parent portal and determine ways to increase the use of the portal.</p> <p>f) Parents of students in grade 6-12 will be trained to use and have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents</p> <p>g) School Site Councils, comprised of site administrators, staff, and parents will continue to develop school plans and monitor the effectiveness of academic programs.</p> <p>h) District Migrant Education Liaisons will plan for and provide educational programs for parents of migrant students, and participate in ELAC and DELAC meetings. These programs will be reviewed in parent survey and changes made to educational programs based on parent and staff input.</p> <p>i) Provide math nights at schools to support mathematic development at home.</p> <p>j) Site administrator and teachers will continue to work in cooperation with parent formed Parent Clubs.</p> <p>k) School sites will hold at least one Title I Parent Meeting annually during which Title I parents will help to create the school's Title I</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Parents <p>a) August 2012, August 2013, August 2014</p> <p>b) December 2012, December 2013, December 2014</p> <p>c) November 2012</p> <p>d) May 2012 and ongoing yearly</p> <p>e) October 2012, October 2013, October 2014</p> <p>f) June 2012, June 2013, June 2014</p> <p>g) June 2012, June 2013, June 2014, June 2015</p> <p>h) June 2012, June 2013, June 2014, June 2015</p> <p>i) Schools will select dates, the district will monitor nights yearly</p> <p>January 2013, January 2014, January 2015</p> <p>j) yearly</p> <p>k) December 2012, December 2013, December 2014</p> <p>l) quarterly 2012, quarterly 2013, quarterly 2014, quarterly 2015</p> <p>m) June 2013, June 2014, June 2015</p> <p>n) Activities/events will be reviewed yearly</p>	<ul style="list-style-type: none"> • Parent Education materials and supplies, mailing costs • Parent Meetings, teacher salaries • Event flyers, meeting expenses, speakers 	<p>\$2,756</p>	<ul style="list-style-type: none"> • EIA/LEP • General Fund • Migrant regional services • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Parent Involvement Policy, receive information on the school's Title I program, and receive information about state ELA standards and how they can support reading at home.</p> <p>l) The English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC), committees for parents or other community members who advocate for English Learners, will meet quarterly to advise district and school site administration, school staff and the School Site Council on programs and services for English Learners and their parents.</p> <p>m) The district and school sites will continue to provide resources to communicate with parents including newsletters and school/district information on the district and individual school websites to include, but not limited to: helping parents develop skills to use at home that support their children's academic efforts, provide parents with strategies and techniques that they may utilize to improve their child's academic success, build consistent and effective communication between the home and school so parents may know when and how to assist their children learning at home. District and school websites will include information on how to access translation services at the district and school site.</p> <p>n) Parents of middle and high school students will receive information on CASHEE requirements and opportunities for support services.</p> <p>n) Parents will be informed of student outcome data and the educational program programs offered through a variety of events and activities. These include:</p> <ul style="list-style-type: none"> • Back- to-School Night and Open House • Parent Conferences • STAR Information Packets • ELAC (English Learner Advisory Committee) • DELAC (District English Learner Advisory Committee) • GATE Parent meetings • SSC (School Site Council)/DAC (District Advisory Council) • Newsletters • School and District Web Sites • Local School Board meetings <p>o) Teachers will notify parents of mathematics strategic and intensive interventions provided for their student.</p> <p>p) Provide parent materials explaining common core standards and providing ways for parents to support their students mastery of these standards.</p> <p>q) Families of English Language Learners will have reclassification criteria explained and will be included in the decisions to reclassify students.</p>	<p>2013, March 2014, March 2015</p> <p>o) December 2012, June 2013, December 2013, June 2014, December 2014, June 2015</p> <p>p) June 2013</p> <p>q) June 2012, January 2013, June 2013, January 2014, June 2014, January 2015</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Parents of incoming kindergartners will be provided with kindergarten readiness packets that consist of information and materials which support students' school readiness.</p> <p>b) Schools collaborate with Migrant Ed and Head Start preschools to provide them with information about transitioning to Kindergarten.</p> <p>c) School sites provide orientations, which include site visits, to support transitions from preschool, elementary, and middle school.</p> <p>d) Ongoing school to home communication, in English and Spanish, regarding school and student progress.</p> <p>e) High school students and parents are provided with informational and support services for college entrance.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Title I teachers • Classroom teachers • Classroom Aides • Counselors/Nurses • Students • Parents <p>a) April 2012, April 2013, April 2014</p> <p>b) April 2012, April 2013, April 2014</p> <p>c) July 2012, July 2013, July 2014</p> <p>d, materials reviewed yearly July 2012, July 2013, July 2014</p> <p>e) August 2012, August 2013, August 2014</p>	<ul style="list-style-type: none"> • Staff salaries and benefits • Materials and supplies 	\$2,000	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • IDEA
<p>8. Monitoring program effectiveness:</p> <p>a) Schools sites will submit an annual school wide program evaluation which is submitted to the Categorical Programs office. The school, using verifiable data, evaluates and determines if the needs of all students have been met by the strategies described in the SPSA, specifically the academic achievement needs of low achieving students and those at risk of not meeting state academic standards. The evaluation of verifiable data is used to modify and improve the program of services to assist students in meeting state academic standards.</p> <p>b) Administrators will establish school and classroom observation and monitoring protocols to ensure quality and effectiveness of programs and instruction including teacher usage of pacing guides.</p> <p>c) Administrators will monitor alignment of instruction and state standards through frequent classroom observation. The district administration will monitor the district and school administration observations.</p> <p>d) The District/School Leadership Team (DSLTL) will review improvement district-wide The DSLTL will review progress towards SMART goals for each focus area.</p> <p>e) Teachers will administer curriculum based assessments and district progress monitoring assessments.</p> <p>e) Teachers, at least twice per month, will analyze state, district, and curriculum-based assessment data during staff meetings and professional collaboration time. PLC will provide goals and strategies agreed upon to school administrators after each PLC meeting. Results of the analysis will be used to monitor programs and effect changes in instruction, curriculum implementation and intervention services as needed.</p> <p>f) District office administration will present benchmark assessment data to the district governing board once per quarter and during</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers <p>a) May 2012, May 2013, May 2014</p> <p>b) December 2012</p> <p>c) January 2013, June 2013, December 2013, June 2014, December 2014, June 2015</p> <p>d) May 2012, February 2013, June 2013, February 2014, June 2014, February 2015, February 2015</p> <p>f) Beginning in October 2012 and continuing biweekly through June 2015</p> <p>g) September 2012 and continuing quarterly through June 2015</p> <p>h) Twice yearly</p> <p>i) June 2012, June 2013, June 2014, June 2015</p> <p>j) December 2012, December 2013, December 2014, quarterly 2012, 2013, 2014</p> <p>k) October 2012, October 2013, October 2014</p>	<ul style="list-style-type: none"> • LinkIt! contract • Staff salaries and benefits • Materials and supplies • consultant outside expert costs 	\$4,000	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>appropriate quarters.</p> <p>g) District wide ELD monitoring procedures will provide administrators and teachers access to EL student information and data, including CELDT levels and growth.</p> <p>h) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, dropout rates, CASHEE results, and survey results.</p> <p>i) Parent surveys (school site, Title 1, ELD, GATE) will be given to parents at least once a year. Survey results will be reported to the local school board and used by administrators and staff to monitor program effectiveness and determine program needs.</p> <p>j) The District will provide technical support to all schools to effectively implement the Single School Plan for School Achievement.</p> <p>k) The District ensures that federal, state, and local funds are specifically targeted to support school reform efforts and maintain compliance with regulations.</p> <p>l) Administrators will monitor the implementation of the mathematic curriculum through the use of classroom walkthroughs and discussions of PLC documents.</p> <p>m) ELD coordinators will meet monthly to review AMAOs and analyze student data to revise, add, delete, instructional strategies to support mathematics as needed based on student achievement data.</p> <p>n) Student data will be reviewed twice yearly for purposes of identifying reclassification candidates</p>	<p>m) May 2012 and continuing monthly during the school year through 2015</p> <p>n) July 2012, February 2013, July 2013, February 2014, July 2014</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Teachers utilize PLC time to analyze district and program assessment data to determine the needs of individual students for placement purposes, to make appropriate placement adjustments as needed, and to monitor and evaluate program effectiveness.</p> <p>b) The district has identified English Learners as a key subgroup, even in the area of mathematics, targeted for improvement and has developed a plan to target services to provide appropriate support. Teachers will continue to receive support and training from EL Coordinators and the district EL Coordinator in specific researched-based instructional strategies appropriate for EL's.</p> <p>c) State adopted, locally approved, standards-based math materials for strategic and intensive interventions will be purchased and used with fidelity on a daily basis in the intervention programs.</p> <p>d) The District will develop a tiered Response to Intervention model for strategic and intensive intervention for low-performing students, students with disabilities, and English Learners. The model includes:</p> <ul style="list-style-type: none"> • Identification process using state and district assessment data and benchmarks including CELDT, CAHSEE, ELD benchmark and CST data. • Placement and targeted instruction based on specific student need (<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides <p>a) June 2013</p> <p>b) June 2013</p> <p>c) January 2014</p> <p>d) June 2013</p> <p>e) November 2012, November 2013, November 2014</p> <p>f) June 2013</p> <p>g) reviewed March 2013, March 2014</p> <p>h) June 2012, June 2013, June 2014</p> <p>i) June 2013, June 2014, June 2015</p> <p>j) August 2012, August 2013, August 2014</p>	<ul style="list-style-type: none"> • LinkIt! contract • Staff salaries and benefits • Supplementary program materials and supplies • intervention curriculum 	<p>\$55,000</p> <p>\$42,260</p>	<ul style="list-style-type: none"> • General Fund • Title I, II, III • EIA/LEP • Migrant regional services • IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Intensive intervention for students who are performing 2 or more years below grade level proficiency. • Strategic intervention for students 1 to 2 years below grade level proficiency. • Targeted programs including, but not limited to CAHSEE remediation, RFEP support class. • Includes ELD and Special Education resource support. • Student progress monitoring every 6-8 weeks. <p>e) Teachers, including special education and EL teachers, utilize professional collaboration time to analyze district and program assessment data to determine the needs of individual students for placement purposes, to make appropriate placement adjustments as needed, and to monitor and evaluate program effectiveness.</p> <p>f) State adopted, locally approved, standards-based mathematics intervention materials for strategic and intensive interventions will be purchased for all sites and will be used with fidelity on a daily basis in the intervention programs. Additional materials will be identified and purchased as funds allow.</p> <p>g) Low income students have access to SES which provides tutoring outside of the school day.</p> <p>h) Alternative Education options, such as Community Day School, Continuation High School, and Independent Study are available to students by referral and placement as determined by a Student Study Team.</p> <p>h) Summer school is offered for targeted students who fail to meet grade level standards, using state –adopted instructional materials which focus on the remediation of grade level essential standards as funds allow.</p> <p>i) Teachers will receive support and training from the district Special Education Coordinator in specific researched-based strategies appropriate for SPED's.</p> <p>j) Migrant students will receive additional support through coordinated efforts of classroom teachers, instructional aides, and school based migrant staff. Services will be reviewed at least yearly.</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a) Speech and language specialist services are provided for students as indicated in Individualized Education Plans. b) CASHEE tutoring is available for non-passers and students at risk of not passing. c) GATE services and Honors and AP courses are offered to qualifying students d) College Connection and AVID (Advancement Via Individual Determination) are offered to students at Orland High School. e) Services to homeless students are coordinated with Glenn County Office of Education. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • SPED personnel <p>CAHSEE tutor AVID teachers</p> <ul style="list-style-type: none"> a) IEP dates b) Classes offered year round, services reviewed January 2013, January 2014, January 2015 c) March 2013, March 2014, March 2015 d) March 2012, March 2013, March 2014 e) March 2013, March 2014 	<ul style="list-style-type: none"> • Staff salaries and benefits • Supplementary program materials and supplies 	<p>\$3,000</p>	<ul style="list-style-type: none"> • General fund • County Services • Regional Migrant Services • IDEA

Performance Goal 2:

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The Orland Unified School District currently provides the following basic instructional services to English Learners: Certified teachers provide English learners ELD instruction and access to the core curriculum through SDAIE strategies. Bilingual teachers and classroom aides provide primary language support to students at the Beginning and Early Intermediate proficiency levels. The goal of the English Language Development (ELD) program for English Language Learners is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communicative and meaning-centered approach. ELL students are placed into an English Language Development program, which takes into account the English proficiency level of the student.</p> <p>Sheltered/Structured English Immersion - The district uses an instructional approach which provides for nearly all of the instruction and curriculum to be provided in English. The instruction in English is presented and designed for students learning English. Teachers assist the student in learning English and the core curriculum. Adjustments and assistance include English as a Second Language (ESL) instruction and Specially Designed Academic Instruction in English (SDAIE), and primary language support from both bilingual teachers and aides. At the secondary level, students who are at the Beginning and Early Intermediate proficiency levels are enrolled in SDAIE History/Social Studies, SDAIE Science, and SDAIE Mathematics.</p> <p>English Mainstream Classroom - In these classrooms the students are native English speakers or English learners who are at the Intermediate, Early Advanced or Advanced level of English proficiency.. Certified teachers use SDAIE strategies to assist English learners access the core curriculum Teachers and bilingual classroom aides provide some primary language assistance, as appropriate, to assist the student in learning English and the core curriculum. Teachers either have their CLAD certificates or have completed SB1969, SB395, or similar training that certifies them to provide ELD and/or SDAIE, and use proven, research-based instructional approaches to achieve the objective of all students meeting state standards.</p> <p>Title III and EIA/LEP funds will be used to supplement the district's basic program by purchasing supplementary materials and supplies which are aligned to state academic standards, provide additional hours of bilingual classroom aide time, and provide on-going, high-quality professional development to teachers, administrators and classroom aides.</p> <p>Accountability: Progress in ELD is based on state standards and includes multiple measures of assessment. The CELDT, California Standards Tests, district multiple measures, the English-Language Arts curriculum including the ELD curriculum provide the basis for determining if English learners are acquiring English in a reasonable period of time and is comparable to the average native English speakers in the district.</p> <p>Academic progress in Language Arts and Mathematics for individual English learners is evaluated</p>

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

Required Activities

throughout the school year, through district multiple measures/assessments, standardized test results, teacher assessments and grades. School sites have access to or compile assessment data for English learners to determine the progress of individual and/or groups of English learners.

Data on English learners is compiled for the purpose of monitoring the implementation of site and district programs for English Learners. Student progress towards English proficiency and academic achievement are used as an ongoing mechanism to improve program implementation and to modify the program. Students and program results are also used to take action to correct any noncompliant issues. The district has access to or can compile assessment data for English learners to determine the progress of individual and/or groups of English learners.

The evaluation process will be used to monitor English learners progress in learning English and the core program. The data are analyzed on an on-going basis to determine which modifications, in district and site programs, should be made, if any. Programs are modified through the revision process of the Single School Plan & District Master Plan

Title III and EIA/LEP funds will be used to help English learners meet annual objectives by: 1) acquiring and maintaining educational technology and instructional materials for English learners, 2) expanding intensified instructional programs for English learners, 3) providing ongoing high-quality professional development for teachers, administrators and classroom aides; and 4) acquiring and maintaining accountability systems to monitor the academic progress of English learners.

Parent and Community Involvement: English Learner Advisory Committees at both the school and district level provide an integrated school staff/parent/community group to help ensure that the District's English Language Learner Program is legally compliant, thoughtfully planned, and effectively implemented, which will lead the achievement of our learning objectives for all English language learners.

All school sites with 21 or more English Language Learners student have an elected English Learner Advisory Committee (ELAC). This committee is comprised of parents and staff, having a membership of ELL parents in at least the same percentage, as there are ELL students at the school. The principal is responsible to ensure that training is provided in required areas, appropriate procedures are followed and necessary activities are carried out. To ensure parent input into committee activities and training, the principal meets with the ELAC members to plan the yearly training schedule. The ELAC will:

- Assist in the development of the school's plan for services to English learners
- Have input into the school's needs assessment
- Assist in the school's efforts to make parents aware of the importance of regular school attendance
- Be apprised of the school's language census
- The District English Learner Advisory Committee (DELAC) is comprised of representatives from the site ELAC committees, who may be parents, district staff, or community members. The majority of the members are parents of ELL students who are not district employees. The DELAC will:
 - Have input in the development of the master plan for services for ELL students
 - Have input into a districtwide needs assessment on a school-by-school basis
 - Be informed of the language census
 - Review and comment on the written notification of initial enrollment

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

Required Activities

<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The District provides English learners with ELD and SDAIE and/or primary language assistance in the core academic subjects in English learner classrooms. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of all students, including EL's takes place three times a year, with close attention paid to the achievement of LEA Plan goals.</p> <p>English language development is provided and targeted to the English language proficiency level of EL's. The goal of the English Language Development (ELD) program for English Language Learners is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communicative and meaning-centered approach. The district adopted standards-based core text provides instructional materials and techniques to implement the ELD standards.</p> <p>English learners receive access to the core curriculum through a variety of methods. Students with less than Intermediate English proficiency receive primary language support. Certified teachers provide all English learners with ELD , and use Specially Designed Academic Instruction in English (SDAIE) to assist English learners to access the core curriculum. Teachers received high quality professional development and use proven, research-based instructional approaches to achieve the objective of all students meeting state academic standards. Core academic texts are aligned to state standards and provide teachers with techniques to support English learners.</p> <p>Title III and EIA/LEP funds will enhance the current instructional program by: acquiring and maintaining educational technology or instructional materials for English learners, expanding intensified instructional programs for English learners, purchase of supplemental materials and supplies that support ELD and core academic programs.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Training: In order for teachers, administrators and other personnel to meet the needs of English learners at all levels, they must participate in effective standards-based staff development. Title I, II, Title III, and EIA/LEP will be used to support a plan that will integrate scientifically based theory with high quality instructional practices. The plan may include, but not limited, to the following:</p> <ul style="list-style-type: none"> • SDAIE teaching methods • The ability to design and implement differentiated, standards-based instruction • Best Literacy Practices • Cross Cultural Understanding • Teacher and staff training on district adopted core materials • Teacher and staff training on districtwide writing curriculum and direct writing assessment. • Grade level/departmental collaborative meetings on curriculum implementation • Vertical curriculum collaborative team meetings on curriculum implementation • Training for staff on use and implementation of Edusoft • Training for staff on standards-based intervention materials and programs (AB 466) • AVID training for additional junior/senior high school staff • Training in use of student achievement data to inform classroom instruction • Training for teacher certification via VPSS • GLAD training
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: []</p>

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

Required Activities

If yes, describe:
No

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Provide supplemental instructional support curriculum and/or educational software programs</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: All programs and services will be coordinated to provide a comprehensive and cohesive supplementary program for English Learners</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: Provide additional services and materials to support English learners in learning English as rapidly and effectively as possible. Provide supplemental services and materials to support English Learners in learning grade level academic content. and/or remediating academic deficits that may have occurred in areas of the core curriculum as a result of language barriers.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Develop and provide activities for parents to help them improve the academic achievement of their children including, but not limited to, home reading programs, homework handbooks, materials to help parents better understand the instructional program, parent club activities, English Learner Advisory Committee activities, meetings with college counselors to facilitate post-secondary opportunities, parent trainings. Some meetings will be held in the evenings to make it easier for parents to attend. Translators will be available at all meetings.</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Acquire educational technologies that support English learners in learning grade level academic content. and/or remediating academic deficits that may have occurred in areas of the core curriculum as a result of language barriers. All students use computers as a supplement to their textbooks. Teachers have been trained to use Edusoft, a web-based student assessment data and development system that allows teachers to do deep analysis of state and local assessments, and to create standards-aligned assessments for use in daily instruction, and for formative and summative assessment purposes.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: []</p> <p>If yes, describe: no</p>

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

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

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

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

Required Activities

<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing - <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>District has developed an annual Parent Notification and Program Options form. The forms are provided to each parent within 30 days of the beginning of the school year or for a new student, within two weeks of program placement. Notices were developed using the model provided by the CDE during the Title III program overview meetings & include the required elements. Administrators and bilingual personnel at each site will be available to provide additional information to parents during scheduled parent advisory meetings or individually as needed. STAR, CAHSEE & CELDT results are communicated to parents. Administrators and bilingual personnel at each site will be available to provide additional information to parents during scheduled parent advisory meetings, or individually as needed.</p>
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

For students that enroll after the beginning of the school year, this process will take place within two weeks of being placed in a language program.

LEA Parent Notification Failure to Make Progress

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

District will develop and disseminate this notice when and if the LEA fails to reach the annual measurable objectives set by the State as submitted in the California Consolidated State Application Accountability Workbook (pages 28-30). Parents will be notified no later than 30 days after failure occurs. Administrators and bilingual personnel at each site will be available to provide additional information to parents during scheduled parent advisory meetings.

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: []</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes: []</p> <p>If yes, describe:</p>

**Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.**

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
<ul style="list-style-type: none"> • The most recent data show that all 107 teachers, all are fully credentialed and meet Highly Qualified Teacher requirements • All K-12 teachers are authorized to teach English Learners, with 2 teachers in training. • All K-12 teachers are NCLB Compliant, except in one section of science in the Alt Ed. program. • All new teachers participate in BTSA. • Principals participate in the Administrator training Program thru approved providers. • CDE approved district tech plan outlining technology related professional development. • Teachers have participated in Subject Matter Projects. • Alt. Ed. and Special Education teachers participate in VPSS training as appropriate. 	<p>99.9% of NCLB core classes are taught by NCLB Compliant Teachers, all 106 K-12 teachers, all are NCLB Compliant in one or more subjects. One class section of science in the Alt Ed program is taught by a teacher in training (VPSS).</p> <p>Of 9th –12th grade teachers all are authorized to teach English learners or are in training (2 teachers).</p> <p>Principals and staff participation in scientific researched based professional learning aimed at increasing their skills at promoting the success of all students & teachers by:</p> <ul style="list-style-type: none"> • Developing a vision of learning that is shared and supported by the school community • Developing and sustaining a school culture and instructional program conducive to student learning and professional growth • Developing and cultivating professional leadership capacity, including their ability to support new teachers. • Activities designed to improve student achievement that is aligned with the State academic standards. • Activities designed to increase knowledge and skills to provide instruction and academic support to students with disabilities • Provide training in the use of technology and technology applications for effective use in the classroom to improve teaching and learning.

Performance Goal 3:

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

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • Staff development will be based on key or focus areas in terms of importance. • The creation of Professional Learning Communities will focus on collaborative teams reviewing student assessment data for the purpose of improving instruction. • The District calendar provides some time for teachers and administrators for in-depth and on-going analysis and discussion of the standards. • The District will continue to develop, share and evaluate common standards-based assessments. • Teachers will participate in reading and mathematics training, as available. • Teachers utilize research- based instructional strategies, such as Explicit Direct Instruction (EDI) and differentiated instruction techniques to meet the needs of all learners. • All teachers will be trained in effective ELD instructional practices and strategies to meet the needs of English learners. All staff will be trained in retrieval of CELDT data in Edusoft and the use of the data during PLC meetings. • Teachers will be trained in skills English Language Development. • Teachers in Alt Ed classrooms will continue to finish VPSS courses to broaden their knowledge and become Highly Qualified in multiple core subjects. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • 2012-2015 	<ul style="list-style-type: none"> • Stipends for Extra duty • Substitutes • Materials, supplies, fees for presenters and/or training costs. • VPSS course fees 	<ul style="list-style-type: none"> • \$98,020 additional costs for professional development are included in Goal 1 	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • Professional development activities will be selected which are shown to have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. • Professional development activities will be selected which are shown to have a positive effect on special populations and those with learning difficulties. • Smaller class sizes funded by Title II will allow for increased student-teacher interactions, more opportunities for informal assessment, and increase time on task. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • 2012-2015 • High school level teacher 	<ul style="list-style-type: none"> • Materials, supplies • Staff salaries and benefits • Salary 	<ul style="list-style-type: none"> • See #1 	<ul style="list-style-type: none"> • See #1

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Analysis of student work and calibration to state standards will result in more grade level work and less time spent on low-level thinking skills. Interventions take place in pull-out and extended day opportunities. • Edusoft type programs help new and experienced teachers use assessment data to determine students learning outcomes and to analyze their strategies in order to improve instruction. This process guides the teaching and learning cycle. • Class size reduction has shown to be effective in increasing achievement of minority and low-income students. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • 2012-2015 	<ul style="list-style-type: none"> • Presenter fees, stipends, • Training fee 	<ul style="list-style-type: none"> • See #1 	<ul style="list-style-type: none"> • See #1
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • State and federally funded professional development activities are coordinated to address staff needs in assisting all students meet, or exceed, state standards of proficiency. • Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and the understanding of the strengths and needs of the student populations in their classrooms. • Professional development activities are funded with state and federal allocations. • The Glenn County Office of Education and the RSDSS support the district in various professional development activities. 	<ul style="list-style-type: none"> • District and Site Administrators • Site committees • 2012-2015 	<p>See #1</p>	<p>See #1</p>	<p>See #1</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Staff development days will focus on scientifically based practices used in standards-based materials in the subject areas of most needed improvement. • Teacher collaboration time will include a focus on developing and revising assessments, review of student work on classroom assessments, developing instructional plans for reviewing and reteaching. • Teachers will be encouraged to work collaboratively with colleagues to ensure that professional development is purposeful and useful with appropriate follow-up coaching, mentoring implementation. • The Glenn County and Butte County Offices of Education will provide support to implement this type of staff development. • Results of staff surveys and input from site committees will be used to ensure needs of teachers and principals are met as it relates to increasing the academic achievement of the students. 	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • 2012-2015 	<ul style="list-style-type: none"> • Stipends for teachers • Substitutes • Materials, supplies, fees for presenters and/or training, 	<p>See #1</p>	<p>See #1</p>
<p>6. How the LEA will integrate funds under this subpart with funds received</p>	<ul style="list-style-type: none"> • District and Site 	<ul style="list-style-type: none"> • Hardware, software 	<p>See #1</p>	<p>See #1</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> The district will ensure that professional development activities and funds are coordinated and delivered as stated in the district's approved technology plan. The activities outlined in the district technology plan call for training in the use of technology, increased technology literacy, and technology applications for effective use in the classroom to improve teaching and learning. The use of wireless mobile labs will allow students greater access to technology. All schools have implemented a standards-based electronic assessment program (Edusoft). 	<ul style="list-style-type: none"> Administrators 2012-2015 	<ul style="list-style-type: none"> Professional Development Annual per-pupil fee 		
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> The district will ensure that professional development activities are implemented as stated in the district's approved technology plan. Funds allocated for technology purchases (hardware & software) will be guided by the district technology plan. Utilize technology to support the district's curriculum goals and academic standards Teachers & administrators will receive training to use technology, adapt curriculum, and manage the classroom integration of technology. 	<ul style="list-style-type: none"> District and Site Administrators 2012-2015 	<ul style="list-style-type: none"> Hardware / Software Licenses Professional Development 	See #1	See #1
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Results of the planning processes of various district committees including school site councils and ELAC's recommendations, surveys of staff professional development needs, technology plan components, analyses of achievement data and district program evaluations provided the direction for the development and revision of the LEA Plan.</p>	<ul style="list-style-type: none"> District and Site Administrators School Site Councils ELAC's 2012-2015 	none	none	
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. Identify key or focus standards in terms of importance. 	<ul style="list-style-type: none"> District and Site Administrators 2012-2015 	<ul style="list-style-type: none"> Edusoft contract Stipends for teachers Substitutes Materials, supplies, fees for presenters and/or training, 	See #1	See #1

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide time for teachers and administrators for in-depth and on-going analysis and discussion of the standards and student progress toward meeting them. • Develop, share and evaluate common standards based assessments (assessment for learning) on an on-going basis. • Train teachers to start with standards and assessments to plan instruction (backward design lesson planning). • Train teachers in analysis of student work that has been calibrated to what are standard-based state expectancies. • Train teachers in the use of differentiated instruction. • Use standard-based achievement data to communicate and inform parents, students and community of: <ol style="list-style-type: none"> 1. Student progress towards mastering key standards in core areas 2. Suggested home activities to support student attainment of selected standards. <ul style="list-style-type: none"> • Activities which are shown to have the greatest positive impact on teachers' ability to accelerate the learning of students. • Activities which are shown to have a positive effect on special populations and those with learning difficulties. • Activities for principals and other administrators to develop and cultivate professional leadership capacity. 				
<ol style="list-style-type: none"> 10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: <ul style="list-style-type: none"> • The district will work with the local County Office of Education, Community College and Cal-State University, Chico to provide coursework and tutoring locally in subject matter competency and provide opportunities for teachers to meet NCLB Compliant Teacher guidelines, including VPSS training. • The district will provide test preparation support for teachers and Paraprofessionals to meet requirements of section 1119. • The district will promote professional development for education leaders that will increase their knowledge and capacity to mentor and coach teachers, promote learning to help administrators close the student achievement gap, and sustain a school culture and Instructional program conducive to student learning. • The district will partner, as appropriate, with other educational agencies to provide training leading to teachers qualifying for English Learner authorization. 	<ul style="list-style-type: none"> • District and Site Administrators • Teachers • Paraprofessionals 	<ul style="list-style-type: none"> • Test prep materials • Fees for seminars, coursework, training 	See #1	See #1

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
<ol style="list-style-type: none"> 1. Activities that foster positive school climate, such as Challenge Day have been held with success at a county level. 2. Friday Night Live and SWAT programs. 3. Peer Helping/Leaders-Glenn County High Schools (Friday Night Live Programs) 4. Tobacco Education, Cessation, and individual counseling available through County programs. 8. Not in Our Town! Community Effort to fight the dangers of methamphetamines. 9. Regular communication through district and school site newsletters provides parents with current information regarding student health and safety issues. 	<ol style="list-style-type: none"> 1. Opportunities for students to participate in the decision-making process and to have a voice in school-climate issues need to be created. 2. Data is from a small sample size and may lead to wrong conclusions 3. After school activities may not appeal to the high-risk students. And after school activities may not work because of transportation issues/small school size. 4. Activities that support positive school climate need to be more frequent, at some sites, and provide a coordinated and consistent message to all students. 5. Opportunity for school leaders to understand the relationship between asset development and academic achievement needs to be strengthened. <p>****District no longer receives SDFSC and/or TUPE funds</p>

Environments Conducive to Learning (Activities)

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

Activities
<ol style="list-style-type: none"> 1. The state approved technology plan ensures that students and staff will have access to educational technology to improve student learning. 2. Research based anti-drug and violence prevention programs have been purposed in the past. Select teachers and principals have received training to implement the chosen programs. 3. Staff development concerning issues of school climate, resiliency, discipline and how to increase parental support are offered periodically. 4. A range of in school and after school activities are provided to engage students with a variety of needs and interests; these include homework clubs, Friday Night Live, Club Live, Sport and Music Booster Clubs, Key Club, AVID, leadership classes and groups, athletics, music and drama classes, Talent Search, Upward Bound etc.

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

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

Strengths	Needs
<ol style="list-style-type: none"> 1. There is ongoing data collection on ATODV through the CHKS. Additional information is gathered on crime incidents, expulsions, and suspensions. Data from Orland Police Department and Rural Gang Initiative is also collected and used to determine policy and efficacy. 2. A Safe School Plan is in place at each site and updated regularly. 3. Collaboration with Orland Police Department is regular and ongoing. 4. Media centers at each site provide media access supervision as well as instruction in safe and appropriate use of the internet. Contracts specifying internet use obligations are signed by students and staff. 5. CHKS (2009-10)results of “feeling safe at school” most or all of the time 5th - 77%, 7th – 55%, 9th-61%, 11th 47% 	<ol style="list-style-type: none"> 1. Need to increase the percentage of students participating in the CHKS. Positive parental permission is a barrier. 2. Improve refusal skills training at middle and high schools. 3. Additional efforts to reduce the dropout rate of high school age students. 4. Lower current rate: <ul style="list-style-type: none"> • Drunk or high on school property-decrease percentage from CHKS survey. • Ever driven after drinking? (Respondent or by friend) 9th- 14%, 11th- 22% • Ever been a passenger in a car driven by someone who had been drinking? 7th 45% <p>****Zero funding levels in SCFSC and TUPE programs prohibit the district from providing sufficient staff time and resources to coordinate & plan the variety of services demanded.</p>

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2010 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 8% 7th: 22%	5th: 2% 7th: 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 9% 9th: 1% 11th: 6%	7th: 2% 9th: 2% 11th: 2%
The percentage of students that have used marijuana will decrease biennially by:	5th: N/A% 7th: 13%	5th: >1% 7th: 2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 11% 9th: 11% 11th: 21%	7th: 2% 9th: 2% 11th: 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 6% 9th: 2% 11th: 11%	7th: 2% 9th: 2% 11th: 3%
The percentage of students that feel very safe at school will increase biennially by:	5th: 41% 7th: 16% 9th: 18% 11th: 16%	5th: 3% 7th: 3% 9th: 5% 11th: 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 27% 9th: 12% 11th: 1%	7th: 5% 9th: 2% 11th: 2%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	15%	9%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Pending CHKS Resiliency Module Administration in Fall 2003 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: % 7th: % 9th: % 11th: %	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: % 7th: % 9th: % 11th: %	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: % 7th: % 9th: % 11th: %	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: % 7th: % 9th: % 11th: %	5th: 5% 7th: 5% 9th: 5% 11th: 5%

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
The CHKS Core and Tobacco Module results from outside evaluation company, Duerr Evaluation Resources.	<ul style="list-style-type: none"> • By June of each, 100% of all health classes at Orland High School and at North Valley Continuation School will receive classroom instruction in tobacco, alcohol, drug use and abuse and violence prevention. • To provide referrals to students who choose to quit using tobacco to county programs and resources. • Continue student participation tobacco education - Students Against Tobacco Program" (SWAT). 	

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

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

Program 1	
Science Based Program Name:	Too Good for Drugs, Too Good for Violence
Program ATODV Focus:	ATODV
Target Grade Levels:	6-8
	K-12 Alt Ed
Target Population Size:	All
Purchase Date:	3/04
Staff Training Date:	Fall 2004
Start Date:	2004

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

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

Activities	Program ATODV Focus	Target Grade Levels
<input type="checkbox"/> After School Programs		
<input checked="" type="checkbox"/> Conflict Mediation/Resolution	V	6-8
<input type="checkbox"/> Early Intervention and Counseling		
<input type="checkbox"/> Environmental Strategies		
<input type="checkbox"/> Family and Community Collaboration		
<input type="checkbox"/> Media Literacy and Advocacy		
<input checked="" type="checkbox"/> Mentoring	Youth Development	7-12
<input checked="" type="checkbox"/> Peer - Helping and Peer Leaders	Tobacco & Youth Development	7-12
<input checked="" type="checkbox"/> Positive Alternatives	ATODV	6-12
<input checked="" type="checkbox"/> School Policies	ATODV	K-12
<input checked="" type="checkbox"/> Service - Learning/Community Service	ATODV	6-12
<input type="checkbox"/> Student Assistance Programs		
<input checked="" type="checkbox"/> Tobacco - Use Cessation	Tobacco	7-12
<input type="checkbox"/> Youth Development Caring Schools Caring Classrooms		
<input type="checkbox"/> Other Activities		

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

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

Program 1	
Promising Program Name:	N/A
Program ATODV Focus:	N/A
Target Grade Levels:	N/A
Target Population Size:	N/A
Purchase Date:	N/A
Staff Training Date:	N/A
Start Date:	N/A

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

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

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

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

High Priority Need(s) as Determined by the Needs and Strengths Assessment:

Programs selected are meant to form the core and supplemental curriculum and activities to meet the needs of students. The selections of these activities and programs has been based on data collected from the CHKS, CSSA, and other local sources. The county DATE Coordinator and staff provided additional guidance.

Too good for Drugs, this program is meant to be implemented at several schoolscountywide.

Our CHKS 1999 found that 6% of 9th graders and 18% of 11th graders smoked cigarettes daily.

Student Outcome Objective(s):

1. By June 2006, the tobacco use of students in grades 9 and 11 will be reduced by 10% as measured by the CHKS.
2. By June 2006 20% of the students who participated in the cessation program (TAP) will quit using tobacco as measured by pre/post/follow-up surveys.

TEG and TAP programs are offered at all Glenn County high schools. This is a supplement to the science-based program Smokeless Schooldays. TEG and TAP are tobacco-use cessation programs. Therefore, they are not listed in Appendix C (science-based prevention programs to be implemented with 50% of more of students) or Appendix E (promising/favorable prevention programs to be implemented with 50% or more of students).

LEAs using SDFS funds must implement a science-based prevention program from Appendix C. Then, they can also supplement their core science-based prevention program with other research-based activities from Appendix D, including tobacco-use cessation. TEG and TAP are appropriate programs for Appendix D tobacco-use cessation activities. TEG is referenced in Getting Results (part 2, p.28), and TEG and TAP are identified as research-validated tobacco cessation programs on the CA Healthy Kids Resource Center website.

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

The Tobacco Awareness Program (TAP) is a comprehensive tobacco cessation curriculum addressing both smoking and smokeless tobacco. TAP is an eight-session cessation curriculum that provides information, and opportunities to quit. Voluntary support group curriculum in the classroom, led by the Specialist and or Tobacco Educator that provides information and self-assessment.

From the California Healthy Kids Research Center, "Another study evaluated the impact of a cessation program, Tobacco Awareness Program (TAP), designed for adolescents who want to quit (Coleman-Wallace et al 1999). This voluntary eight-session program reduced the amount of cigarettes used daily compared to the control group which did not reduce tobacco use."

Our CHKS 1999 found that 6% of 9th graders and 18% of 11th graders smoked cigarettes daily.

Our CHKS 2001 results found that 40% of Alternative Education students had smoked regularly. And f that 57% of these students want to quit.

Provides group cessation for both smokers and chewers,(5 or more students). Continue on current establish program. 80 Voluntary-students who want to quit. Teachers, Site Coordinators, Tobacco Educator, TUPE Specialist, counselors will recruit students who want to quit. As well as having bulletin announcements and self-sign-ups. The Specialist will inform students seen smoking in the community.

Activities from Appendix D are meant to supplement and extend the core lessons and activities in the selected ATODV curriculum. The selection of the activities and programs has been based on data collected from the CHKS, CSSA, and other local sources. Additional guidance was provided by the county DATE Coordinator and staff. Research shows the importance of Youth/Assesst Development to academic achievement and success in life. So as a result of our analysis, we have selected the following activities: After School Programs, Conflict Mediation, Mentoring, Peer-Helping & Peer Leaders, School Policies, Service Learning, Tobacco-Use Cessation.

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

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

The district conducted the CHKS in the 99/00, 00/01, and 01/02 for grades 7,9, and 11. In October 2003, we surveyed fifth grade students and included the resiliency modules. CHKS will be administered biennially. Students will be also assessed using pre and posttests based on what they have learned in the to-be-implemented science and research based curriculum. The staffs at each site will be surveyed to determine their instructional needs as related to ATODV training. California Safe Schools Assessment data will also be used for evaluation. We will continue to request information from local agencies such as the Orland Police Department, Glenn County Sheriff's Office, and the Glenn County Office of Education. These agencies will be asked to identify ATODV related needs of students, parents, families, and the community in general.

Information will be gathered and analyzed yearly by the Drug, Alcohol, and Tobacco Education Committee who will then develop policy, determine implementation, and assess evaluation of programs. Both district-wide trends and site specific strengths and needs will be analyzed. Review of pre and post test scores of to be determined program will provide yearly analysis while CHKS results will be used biennially. Truancy and dropout rates will be monitored also and information will be included in program design. A yearly report from the DATE committee including CHKS results as appropriate will be given to the school board and district superintendent at a school board meeting. Feedback on the results of the total program will be accepted at this meeting or at a later date. District results along with site specific outcomes will be reported at school site councils and at staff meetings to obtain further feedback. The DATE committee will use all of these contributions to refine and strengthen the program to provide continuous improvement.

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

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

Data Collection Timeline:

1. Baseline CHKS data was collected in 2000-2001 and progress data will be collected in 2003, 2005 and 2007.
2. Data from pre and posttest from to be determined program will be collected in September and May of each year. Posttest information will measure changes in knowledge and attitudes. Students will also be surveyed as to their opinion of the program.
3. Staff members, including counselors and administration responsible for supervising or teaching the new program will be surveyed as to satisfaction.

Reporting Timeline:

1. The Drug, Alcohol, and Tobacco Education (DATE) Committee, with the assistance of Glenn County Office of Education will analyze the data by May 1st of each year.
2. A written report will be developed by the DATE committee and district DATE coordinator that includes CHKS data.
3. A summary of the material will be presented to the Board of Education at a public meeting in June of each year or at the direction of the Superintendent.
4. Summary information will be available to parent at school site councils not later than September 30th of each year or at the direction of the principal. Information will also be disseminated in both district and school site newsletters.
5. Information will be presented to administrators and staff at September staff meetings at each school site at the discretion of the principal.
6. The DATE committee will meet in September of each year to consider input from parents, students, staff, and committee members regarding the outcome of program implementation and will set new goals and objectives for the coming year.

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

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

The following services are funded for the students with the greatest needs:

1. Early identification and services with district psychologists and counselors are provided by the district in part through Student Study Teams at each site.
2. Glenn County Mental Health will provide services at the local high school as housing is available. This program services district students identified with at-risk behaviors.
3. A referral system for family counseling and support services is in place.
4. The local School Attendance Review Board develops support plans for at-risk students and families.
5. The district has transition programs for special needs students who are transitioning to post-secondary schooling and/or employment.

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

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

Our Drug, Alcohol, and Tobacco Education (DATE) Committee is comprised of members from other agencies such as the Orland Police Department which operates a School Community Policing Partnership with the district. The TUPE (RFA grade 9-12) program is delivered by the Glenn County Office of Education and there is a county level TUPE representative on the DATE Committee. Friday Night Live and Club Live programs, provided by the State Department of Alcohol and Drug Services through the county also are represented. The committee will invite representatives from juvenile probation and the local recreation department. The DATE coordinator represents the district and the DATE committee at monthly meetings of the Glenn County Youth Activities Services that is under the direction of the State Children's Integrated Coordinating Council and Family Resources Network. Information on local, state and national programs for assisting at-risk youth and families is presented at each meeting.

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

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

Parents in our district are involved at many levels such as assisting in program planning and design in School Site Councils and district committees. Efforts are made to ensure that there is equitable representation fro all ethnic groups in the community. Parents help implement programs as classroom volunteers and through site parent support clubs. High school parents offer a safe alternative to new high school graduates at a Sober Grade Night party. There is a regular communication in school and district letters to families informing parents of programs available for families and students as well as health and safety information. These materials are available in Spanish. Parents are regularly informed of their rights and obligations. Other notification procedures related to such issues as parent choice options and safe school status as required by NCLB are in place.

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

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

The distict no longer recieves TUPE funds.

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

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

Position/Title	Full Time Equivalent

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

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

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

5.1 (High School Graduates)	
Activities/Actions	<ul style="list-style-type: none"> • AVID program • All student complete four year academic plans upon enrollment • Parents are notified of graduation requirements, CAHSEE requirement • Counselors are assigned to all students & schedule annual meeting to assess progress • Programs in place w/in school day for CAHSEE success • Student Study Teams • Multiple notices sent to parents concerning progress, conferences are scheduled when as needed, parent access to online student grades and attendance via "Parent Portal" • Assessment data mailed to all parents and are available to all staff via Edusoft • Talent Search, Upward Bound
Students Served	All Students
Timeline/ Person(s) Involved	<ul style="list-style-type: none"> • Counselors and Administrators • Parents • Ongoing • 2012-2015
Benchmarks/ Evaluation	<ul style="list-style-type: none"> • The school will increase Graduation rate by 5% • CAHSEE results • Grad rate data - most current for 2008-09 is 89.4%
Funding Source	<ul style="list-style-type: none"> • CAHSEE Intervention • General Fund
5.2 (Dropouts)	
Activities/Actions	<ul style="list-style-type: none"> • Student Government Council • 15 interscholastic athletic teams for males and females • Spanish club • Homework Club • Friday Night Live • Alternative/high school programs available & collaborate with community college, county agencies • Community Resource Officer
Students Served	<ul style="list-style-type: none"> • Elected Student Leaders • Student athletes • Student club members • Recommended Students
Timeline/ Person(s) Involved	<ul style="list-style-type: none"> • Teachers, coaches, club advisors, • College tutors • Counselors, SST members, • Psychologists • Alternative Ed personnel • 2012-2015

5.2 (Dropouts)	
Benchmarks/ Evaluation	Dropout rate will decrease by 10% by 2012 2008-09 dropout rate 3.3% (most current data)
Funding Source	General funds
5.3 (Advanced Placement)	
Activities/Actions	<ul style="list-style-type: none"> • Open enrollment in AP classes if prerequisites are met • AVID • GATE placement criteria includes culturally diverse and/or economically disadvantaged students • Concurrent enrollment with community college available
Students Served	<ul style="list-style-type: none"> • All students eligible • Low income students
Timeline/ Person(s) Involved	<ul style="list-style-type: none"> • AVID Coordinator, teachers • Counselors, administrators • 2012-2015
Benchmarks/ Evaluation	Number of students in AP classes will increase by 10%
Funding Source	<ul style="list-style-type: none"> • General funds

Additional Mandatory Title I Descriptions

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

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

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

Additional Mandatory Title I Descriptions

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

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

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

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. 	All comprehensive schools in OUSD work within the parameters of the District's Focus Areas which include; implementation of Professional Learning Communities, the use of data to inform instructional decision making and school improvement efforts, full implementation of State Board and district adopted standards-based curricula, use of researched based instructional strategies, full implementation of the district's Master Plan for English Learners, and positive relationships with parents, community and coworkers. Mill Street Elementary (K-2) and Fairview Elementary (3-5) receive title I funds and are Schoolwide Program Schools. <ul style="list-style-type: none"> • Each Title I school conducts a comprehensive needs assessment in relation to state standards. Schools have access to multiple avenues for disaggregate of their state assessment data. The district provides the LinkIt system for schools to store, manage, and report all their assessment data - state, district and school level. • The district provides guidance and training in schoolwide reform strategies, such as explicit direct instruction, AVID programs and strategies, Professional Learning Communities, and the support of outside experts who consult and provide training and feedback to school site and the district personnel. All students are provided the opportunity to reach proficiency or higher on state standards through universal availability of standards-based instructional materials and the implementation of

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

<ul style="list-style-type: none"> • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>that material with fidelity. Students are offered extended learning time through before and after school sessions, summer school, and supplemental educational services.</p> <ul style="list-style-type: none"> • OUSD's recruitment and hiring processes are designed to facilitate the identification and selection of Highly Qualified Teachers (HQT). All teachers at Title I schools are Highly Qualified and 99 percent have EL certification. The remaining teachers are "In training" for their EL certification. • The district has provided AB 466 training in Math as the new adoptions are completed. In addition, as stated above, the district has focused on and provided training in Professional Learning Communities and Explicit Direct Instruction. • Each Title I school uses Title I and other funds to support parent involvement. Schools provide parents with parent involvement policies and parent compacts. Parents are encouraged to participate in school and district level advisory committees such as School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. • The district and K- 2 school maintains communication and coordination with area preschools, Head Start and Migrant Education personnel to facilitate transition from preschool and/or home to kindergarten.
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Targeted Assistance Programs (TAS) - Student Identification

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A - All Title I schools are schoolwide.</p>
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Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification

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

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

Low-Achieving Schools	
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The district provides guidance and technical assistance to PI schools in meeting the legal requirements for PI schools. This guidance includes drafting and sending parental notifications, SES notifications and overall administration of the SES program for PI schools, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions and alternative governance.</p> <p>The district provides all schools access to Edusoft which houses state assessment data and local assessment data as determined by school sites. Edusoft is used by the district and school sites to analyze student achievement data in preparation for revision of school plans.</p> <p>Mill Street Elementary met all of their AYP targets through Safe Harbor and remains identified as a PI year 3 school for the second year. The District assigned the following corrective action to Mill Street School: Appoint an outside expert to advise the school on its progress toward making AYP based on the SPSA and extend the school day (for K students only). Mill Street, thru the outside expert conducted professional development for teachers on effective instructional strategies. In addition, teachers collaborated and developed pacing guides, and assessments to gauge student learning throughout the school year. Grade level teams developed program binders for each teacher to follow which identified the essential standards, lessons and materials to be used in daily instruction.</p> <p>Fairview Elementary in 2011-12 is identified as a PI year 5 after holding at year 4 for two years. The district has established an Alternative Governance Board (AGB) which meets to oversee the implementation of the school plan and district goals. AGB hears reports from school site grade level/content area PLC's, reports from school administration, and results of local progress assessments. The AGB conducts site visitations to gather evidence regarding school strengths and needs in relation to school and district goals. The AGB will look for effective implementation by school staff of pacing guides, and assessments to gauge student learning throughout the school year, following program binders which have identified the essential standards, lessons and materials to be used in daily instruction.</p>

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

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Letters are mailed to the parents of all students attending PI schools outlining the reasons for the PI identification, the comparison of the school's academic achievement to other schools in the district and the state, the options available for school choice and the availability of SES services to be detailed in another mailing. The letter also includes a description of the actions the school and district are taking to exit PI status and opportunities for parent involvement at the school site. All notifications are provided in English and Spanish.

Program Improvement (PI) - Parent Notification	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Parent notification of choice options are provided for parents at least 14 days prior to the first day of school via the internet and written notices. The District has one school per grade span and pursues a mutual agreement with a neighboring district to provide school choice, for which paid transportation is provided. Parents are able to receive inter-district transfers upon request.</p> <p>An SES information packet is mailed to the parents of all eligible students twice during the school year. The packet includes information on all approved providers that have contracted with the district and procedures for signing up their child for these free services. In the case of more student sign up than available funds, priority is given to the lowest achieving students from low income families.</p>

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

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>The primary responsibility for state and federal programs, curriculum and instruction, staff development, and supplemental programs rest with a very few individuals. In addition the DSLT, the district administrative cabinet and school site committees ensure that professional development program activities are coordinated to address staff needs in assisting all students meet or exceed state standards of proficiency. All teachers in Title I schools are all Highly Qualified for the courses they presently teach. Special and alternative education teachers continue to complete VPSS courses to become qualified to enable them to be considered highly qualified in additional subject areas.</p> <p>Working to combine Title I and Title II funding allows the district to provide professional development of sufficient intensity to ensure that all teachers meet high standards and are aware of instructional strategies that are researched based and sustainable over time. While not all district staff can be trained at one time, over the course of time, the majority of staff members will receive research based professional development designed to support the instructional program.</p>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Both the school sites and the district provide numerous opportunities for parent involvement including parent education and information sessions. All parents are welcome at the district and site committee meetings such as School Site Council, English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). The district coordinates with regional migrant staff to provide parents with training on topics suggested by parents at ELAC and DELAC meetings.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

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

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

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

Our small district allows for the coordination of services within one department, four comprehensive school sites, and a small county office. The primary responsibility for state and federal programs, curriculum and instruction, staff development, and supplemental programs rest with a few individuals. District personnel coordinate programs to ensure that program activities address student needs and comply with state and federal guidelines.

The district coordinates with Glenn County Office of Education for Foster Youth, neglected and delinquent youth and services to homeless children. In such a small county help for a homeless child or family is just one phone call away. The district meets regularly with regional migrant personnel to coordinate plans and services to migrant children. The district and migrant services work together to promote summer school options for migrant students and migrant funds provide a summer meal program within the district.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance

Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - o Allows a teacher to communicate effectively with all students in the class.
 - o Allows all students in the class to learn.
 - o Has consequences that are fair, and developmentally appropriate.
 - o Considers the student and the circumstances of the situation.
 - o Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Chris von Kleist	03/08/2012	
Printed or typed name of Superintendent	Date	Signature of Superintendent
<hr/>		
Ben Kramer	03/08/2012	
Printed or typed name of Board President	Date	Signature of Board President
<hr/>		
Total School Solutions		
Printed or typed name of District Assistance and Intervention Team (DAIT) (if applicable)	Date	Signature of DAIT Lead (if applicable)
<hr/>		
Kelly Haight	03/08/2012	
Printed or typed name of Title III English Learner Coordinator/Director (if applicable)	Date	Signature of Title III English Learner

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.

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, i.e., district assistance and intervention team.

**Local Educational Agency Plan
Orland Joint Unified School District**

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

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

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

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

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
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Appendix B

Links to Data Websites

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

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

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Appendix C

Science-Based Programs								
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org</p> <p>B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html</p> <p>C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm</p> <p>D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp</p> <p>E: Getting Results: http://www.gettingresults.org/</p>								
School-Based Programs								
Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					Youth Dev.	Website
		Alcohol	Tobacco	Drugs	Violence			
Across Ages	4 to 8	X	X	X			X	C,
All Stars™	6 to 8	X	X	X				A,C,D,E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	X		X				A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X				X		C,
Child Development Project/Caring School Community	K to 6	X		X	X		X	A,B,C,D,E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families					X		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families					X		C
Coping Power	5 to 8			X	X			C
DARE To Be You	Pre - K	X		X	X		X	A,C,
Early Risers Skills for Success	K to 6					X		C,
East Texas Experiential Learning Center	7	X	X	X	X		X	C
Friendly PEERsuasion	6 to 8	X						C
Good Behavior Game	1 to 6					X		B,C
High/Scope Perry Preschool Project	Pre - K					X	X	B,C,E
I Can Problem Solve	Pre - K					X		A,B,D
Incredible Years	K to 3					X	X	B,C,
Keep A Clear Mind	4 to 6	X	X					A,C,
Leadership and Resiliency	9 to 12						X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X			A,B,C,D,E
Lions - Quest Skills for Adolescence	6 to 8						X	D,C,E

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

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,E
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

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

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to 12)	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family Therapy	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

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Appendix D

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

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

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

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Appendix E

Promising or Favorable Programs

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

- A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
- B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>
- C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm
- D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>
- E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communities	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment (CAPSLE)	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program (SMRDP)	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communities	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1629	1,592		601	569		17	9		49	47	
Growth API	729	727		763	756						710	
Base API	714	730		758	763			728			738	
Target	D	D										
Growth	15	-3		5	-7							
Met Target												

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	939	934		610	569		1215	1,218		205	203	
Growth API	707	711		653	644		704	707		530	575	
Base API	688	709		641	655		689	706		506	537	
Growth	19	2		12	-11		15	1		24	38	
Met Target												

Appendix F

District & Student Performance Data

Table 2: Title III Accountability

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	452	467	
Percent with Prior Year Data	100	99.6	
Number in Cohort	452	465	
Number Met	237	208	
Percent Met	52	44.7	
NCLB Target	53.1	54.6	56.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	348	202	369	206		
Number Met	53	78	32	74		
Percent Met	15.2	38.6	8.7	35.9		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Appendix F

District & Student Performance Data

Table 3: English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99		98	99		100	100		100	100	
Number At or Above Proficient	553	512		248	227		--	--		15	15	
Percent At or Above Proficient	41.9	40.9		53.1	52.3		--	--		41.7	38.5	
USD, UHSD, COE	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99		99	99		99	99		98	96	
Number At or Above Proficient	279	261		109	96		365	361		36	48	
Percent At or Above Proficient	35.4	34.9		21.3	20.8		36.4	36.4		22.0	27.9	
USD, UHSD, COE	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0
Met AYP Criteria	No	No		No	No		No	No		No	Yes	

Appendix F

District & Student Performance Data

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99		97	99		100	100		100	100	
Number At or Above Proficient	591	606		248	247		--	--		17	16	
Percent At or Above Proficient	44.8	48.4		53.3	56.9		--	--		47.2	41.0	
USD, UHSD, COE	56.4	67.3	78.2	56.4	67.3	78.2	56.4	67.3	78.2	56.4	67.3	78.2
Met AYP Criteria	No	No		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99		99	99		99	99		99	96	
Number At or Above Proficient	312	329		159	154		404	435		46	54	
Percent At or Above Proficient	39.6	44.0		31.1	33.3		40.3	43.9		27.9	31.4	
USD, UHSD, COE	56.4	67.3	78.2	56.4	67.3	78.2	56.4	67.3	78.2	56.4	67.3	78.2
Met AYP Criteria	No	No		No	No		No	No		Yes	No	

Appendix F

District & Student Performance Data

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	2	16	19	40	47	18	21	10	12	86
2			7	16	20	45	12	27	5	11	44
3			8	13	22	34	23	36	11	17	64
4			10	18	34	61	10	18	2	4	56
5	2	5	19	44	15	35	4	9	3	7	43
6			7	22	20	63	4	13	1	3	32
7	4	12	9	27	12	36	5	15	3	9	33
8	7	21	15	45	7	21	3	9	1	3	33
9	2	12	6	35	6	35	2	12	1	6	17
10	1	4	5	20	15	60	4	16			25
11			4	40	4	40	2	20			10
12			4	40	3	30	2	20	1	10	10
Total	18	4	110	24	198	44	89	20	38	8	453