

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: 7-1-2010 to 6-30-2014
(should be up to three years)
Date of Local Governing Board Approval: June 16, 2011

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.

See Assurances on pages 40 – 45. Signatures are required on page 46.

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

Table of Contents

Part I: Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Part II: The Plan

Needs Assessments

 Academic Achievement

 Professional Development and Hiring

 School Safety

Descriptions: District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4 (Not applicable because this district did not receive Title IV or TUPE funds)

Performance Goal 5

Additional Mandatory Title I Descriptions

Part III: Assurances and Attachments

Assurances

Signature Page

Appendices

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

Appendix F: School and Student Performance Data

Table 1: Academic Performance Index by Student Group

Table 2: Title III Accountability

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

Table 4: Mathematics Adequate Yearly Progress (AYP)

Table 5: California English Language Development (CELDT) Data

Part I Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

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 under-performing 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

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

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	44,609	517,001	481,466	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	37,681	129,102	146,383	88%
Title II, Part D Enhancing Education Through Technology		9,289	8,944	96%
Title III Limited English Proficient	29,502	58,374	86,119	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		417,103	417,103	100%
21st Century Community Learning Centers				
Other (describe)				
Total	111,792	1,130,869	1,140,015	92%

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	37,220	358,947	339,285	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)				
ELAP	9,096		9,096	100%
Total:	46,316	358,947	348,381	86%

Part I The Plan

Needs Assessments

- Academic Achievement

- Professional Development and Hiring

- School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

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
- 1% African American
- 4% Other
- 22% English Learners
- 72% 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..

Vision/Mission

In Orland Unified we are determined to meet the academic, artistic, emotional and physical needs of our students. We are committed to meeting and exceeding the state and district adopted standards. Our goal is to help each student to achieve at a high level of performance. Our mission is to be a high performing school district with high morale of our staff and enthusiastic support from our clientele.

Orland Unified School District will promote and provide equity of access for students regardless of their academic standing, socioeconomic level, proficiency in English, or disabilities and special needs.

Students and staff will be provided with an effective technology system that supports the curriculum, student information system needs, and serves as a communication tool to students, staff and community. Technology will be integrated into the instructional program to increase educational effectiveness, enhance learning, and prepare all students for success in their chosen career. Additional information included in Appendix B.

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) Curriculum program binders have been created, or are in the process of being created, for teachers at each grade level and 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) Site/District Administrators and all teachers are knowledgeable of state content standards and skilled in the effective implementation of the state adopted instructional materials to meet state achievement targets.</p> <p>d) Administrators and teachers will continue to develop and revise formative and summative assessments which are aligned with state content standards.</p> <p>e) State content standards and daily standards-based learning objectives are posted in each classroom.</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) 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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/EL Coordinators • Classroom Aides • 2010 - 2014 	<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>	<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>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) State adopted (K-8) and local board adopted (9-12) reading/language arts instructional materials have been purchased and are used with fidelity in all classrooms by all teachers on a daily basis.</p> <ul style="list-style-type: none"> • A Legacy of Literacy (2003), Houghton Mifflin (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) <p>b) 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. Additional materials will be identified and purchased as funding allows.</p> <ul style="list-style-type: none"> • Language!, 3rd (2005) and 4th Edition (2008) , Sopris West (4-12) • Scholastic Reading Counts (K-2) <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 Explicit Direct Instruction (EDI) and differentiated instruction techniques to meet the needs of all learners, including for some grades/subjects class size reduction.</p> <p>e) All teachers are CLAD and /or EL certified and implement SDAIE strategies with English Language Learners.</p> <p>f) Teachers 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>g) 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.</p> <p>h) Administrators routinely visit classrooms to observe and monitor the implementation of pacing guides and the use of standards-aligned instructional materials and effective strategies.</p> <p>i) The district will review all schedules to ensure that all grades have the appropriate tme allocation, including universal access and intervention time for ELA.</p>	<p>District and Site Administrators</p> <ul style="list-style-type: none"> • Classroom teachers • Title I/EL Coordiantors • Classroom Aides • 2010-2014 	<ul style="list-style-type: none"> • Teacher release time, sub costs • Edusoft contract • Staff Salaries & Benefits • Materials and supplies 	<p>\$208,551</p> <p>\$122,775</p> <p>\$66,345</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
<p>3. Extended learning time: * Students receiving intervention or other academic support services, which focus on the remediation of grade level essential standards, will be identified using district progress monitoring assessments and state assessment data. Students will be monitored and reevaluated for these services every 6-8 weeks to determine growth and to adjust services as needed.</p> <p>a) The district will offer 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-5).</p> <p>b) 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.</p> <p>c) Before, during, or after school intervention and tutoring programs for students requiring additional assistance are made available at all schools.</p> <ul style="list-style-type: none"> • Before school (6-8) • Lunchtime (9-12) • After school (K-5) <p>d) Extended Day Kindergarten will be offered to all kindergartners beginning in 2011.</p> <p>e) Supplemental Education Services (SES) are available to all students who qualify under the SES guidelines.</p> <p>f) Intensive/targeted interventions are offered during non-core instructional time within the school day.</p> <p>g) Site administrators coordinate the development of master schedules for the implementation of intervention and tutorial programs.</p> <p>h) The Middle and High Schools offer double periods of reading/language arts for students who are far below and or below basic grade level standards.</p> <p>i) The district will participate with the Glenn County After-School Program (K-5) to offer additional after school help for students.</p> <p>j) Teachers will integrate reading/language arts with other content area subjects.</p>	<ul style="list-style-type: none"> • District and Site Administration • Teachers • Aides • Parents • 2010-2014 	<ul style="list-style-type: none"> • Extra-duty salaries and benefits • Supplemental Materials and supplies • SES Providers fees 	<p>\$39,294</p>	<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
<p>4. Increased access to technology:</p> <p>a) The district will continue to 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. New up to date media centers are underconstruction at the high school and middle school.</p> <p>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 will 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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • District Tech staff • Parents • 2010-2014 	<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 provide PLC facilitators with training and support for the effective implementation of professional collaborative meetings.</p> <p>c) The district will continue to provide site administrators and teachers with professional development and materials for the effective and consistent use of research based instructional strategies, such as Explicit Direct Instruction (EDI) .</p> <p>d) All principals will or have receive training in EDI, SDAIE, ELD strategies and most are credentialed to teach EL students.</p> <p>e) The district will support professional development for teachers and site administrators to ensure effective and consistent use the of the adopted core ELA curriculum.</p> <p>f) New teachers will participate in BTSAs.</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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/EL Coordinators • Classroom Aides • 2010-2014 	<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>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA
<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. Administrators and teachers will assist parents in the interpretation of state and local assessments.</p> <p>b) All notices, reports, statements, or records that district staff</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Parents • 2010-2014 • Migrant Liaison 	<ul style="list-style-type: none"> • Parent Education materials and supplies, mailing costs • Parent meetings, teacher salaries, materials • Event flyers, meeting expenses, speakers, 	<p>\$2,557</p>	<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>sends to parents or guardians are to be written in English and Spanish. Additionally, translation services are 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>c) K-5 individual parent conferences will be held at least once each year, and on-going as needed to support student success.</p> <p>d) Parents of students in grade 6-12 have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents.</p> <p>e) 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>f) District Migrant Education Liaisons will continue to plan for and provide educational programs for parents of migrant students, and participate in ELAC and DELAC meetings.</p> <p>g) Provide Family Reading Nights at schools to support reading development at home.</p> <p>h) Site administrator and teachers will continue to work in cooperation with parent formed Parent Clubs.</p> <p>i) 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>j) 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>k) 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.</p> <p>l) Parents of middle and high school students receive information on CASHEE requirements and opportunities for support services.</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
m) Parents are informed of student outcome data and the educational program programs offered through a variety of events and activities. These include: <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 				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): <ul style="list-style-type: none"> a) Parents of incoming kindergartners are provided with kindergarten readiness packets that consist of information and materials which support students' school readiness. b) Schools collaborate with Migrant Ed and Head Start preschools to provide them with information about transitioning to Kindergarten. c) School sites provide orientations, which include site visits, to support transitions from preschool, elementary, and middle school. d) Ongoing school to home communication, in English and Spanish, regarding school and student progress. e) High school students and parents are provided with informational and support services for college entrance. 	<ul style="list-style-type: none"> • District and Site Administrators • Title I/EL Coordinators • Classroom teachers • Classroom Aides • Counselors/Nurses • Students • Parents • 2010-2014 	<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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a) Schools sites are required to 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) A District/School Leadership Team (DSLTL) has been formed for the purpose of focused improvement district-wide in 3 focus areas; English Language Arts, English Language Development, and Professional Learning Communities. Teams of administrators, teachers, and parents have developed SMART goals for each focus area.</p> <p>d) Teachers will analyze state, district, and curriculum-based assessment data during staff meetings and professional collaboration time. Results of the analysis will be used to monitor programs and effect changes in instruction, curriculum implementation and intervention services as needed.</p> <p>e) The district will continue district wide ELD monitoring procedures that provide administrators and teachers access to EL student information and data, including CELDT levels and growth.</p> <p>f) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, drop out rates, CASHEE results, and survey results.</p> <p>g) 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>h) The district will provide technical support to all schools to effectively implement the Single School Plan for School Achievement.</p> <p>i) The District ensures that federal, state, and local funds are specifically targeted to support school reform efforts and maintain compliance with regulations.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Title I/EL Coordinators • Class room teachers 	<ul style="list-style-type: none"> • Edusoft contract • Staff salaries and benefits • Materials and supplies 	<p>\$3,000</p>	<ul style="list-style-type: none"> • Title I, II, III • EIA/LEP • General Fund • IDEA
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) The District will develop and implement a tiered Response to Intervention model of for strategic and intensive intervention</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I/ EL Coordinators 	<ul style="list-style-type: none"> • Edusoft contract • Staff salaries and benefits • Supplementary program 	<p>\$93,000</p>	<ul style="list-style-type: none"> • General Fund • Title I, II, III • EIA/LEP • Migrant regional

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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. • Placement and targeted instruction based on specific student need (reading comprehension, fluency, language skills, etc.). • Strategic intervention for students who are performing 2 or more years below grade level proficiency. • Intensive intervention for students 1 to 2 years below grade level proficiency. • Targeted programs including, but not limited to Language!, CARS, SIPPS, Avenues, Read Naturally, Corrective Reading, and Rewards. • Includes ELD and Special Education resource support • Student progress monitoring every 6-8 weeks <p>b) 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 Elementary Community Day School, 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>	<ul style="list-style-type: none"> • Classroom Aides • 2010-2014 	<p>materials and supplies</p>		<ul style="list-style-type: none"> • services IDEA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>h) Teachers will continue to 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.</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.</p> <p>d) College Connection and AVID (Advancement Via Individual Determination) are offered to students at Orland High School.</p> <p>e) Services to homeless students are coordinated with Glenn County Office of Education.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • SPED personnel • CAHSEE tutor • AVID teachers • Counselors 	<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

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) Curriculum program binders have been created, or are in the process of being created, for teachers at each grade level and subject. 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) 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>c) Site/District Administrators and all teachers are knowledgeable of state content standards and skilled in the effective implementation of the state adopted instructional materials to meet state achievement targets.</p> <p>d) Administrators and teachers will continue to develop and revise formative and summative assessments which are aligned with state content standards.</p> <p>e) State content standards and daily standards-based learning objectives are posted in each classroom.</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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Math Lab teachers • Classroom Aides • 2010-2014 	<ul style="list-style-type: none"> • Staff Salaries & Benefits • Teacher release time, sub costs • Professional Development materials cost • Edusoft 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>g) 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>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) State adopted (K-8) and local board adopted (9-12) reading/language arts instructional materials have been purchased and are 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. The districts will adopt and purchase materials for math interventions (K-12) as funds are available.</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 CLAD and /or EL certified and implement SDAIE strategies with English Language Learners.</p> <p>f) Teachers 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>g) Teachers and administrators use formative, standards-based assessments to determine academic needs and to guide classroom lesson planning and instruction.</p> <p>h) Administrators routinely visit classrooms to observe and monitor the implementation of pacing guides and the use of standards-aligned instructional materials and strategies.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides • 2010-2014 	<ul style="list-style-type: none"> • Teacher release time, sub costs • Edusoft 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
i) The district will review all schedules to ensure that all grades have the appropriate time allocation, including universal access and intervention time for Math.				
<p>3. Extended learning time:</p> <p>a) 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>b) Before, during, or after school intervention and tutoring programs for students requiring additional assistance are made available at all schools.</p> <ul style="list-style-type: none"> • Before school (6-8) • Lunchtime (9-12) • After school (K-5) <p>c) Extended Day Kindergarten will be offered to all kindergarteners beginning in 2011.</p> <p>d) Supplemental Education Services (SES) are available to all students who qualify under the SES guidelines.</p> <p>e) Intensive/targeted interventions are offered during non-core instructional time within the school day.</p> <p>f) Site administrators coordinate the development of master schedules for the implementation of intervention and tutorial programs.</p> <p>g) The Middle and High Schools offer double periods of math for students who are far below and or below basic grade level standards.</p> <p>h) The district will participate with the Glenn County After-school Program to offer additional after school help for students (K-5).</p>	<ul style="list-style-type: none"> • District and Site Administration • Classroom teachers • Aides • Parents • 2010-2014 	<ul style="list-style-type: none"> • Extra-duty salaries and benefits • Materials and supplies • Supplemental Instructional materials and supplies • SES providers fees 	\$32,444	<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 continue to 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 reading/language arts development and growth for all students. Interactive computer-based programs such as the Renaissance Place programs; Accelerated Math and EM Games, will continue to be used.</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.</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 district.</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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • District Tech staff • 2010-2014 	<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 implemented the use of professional collaborative groups 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 provide PLC facilitators with training and support for the effective implementation and PLC meetings.</p> <p>c) The district will continue to provide site administrators and teachers with professional development and materials for the effective and consistent use of research-based instructional strategies, such as Explicit Direct Instruction (EDI).</p> <p>d) All principals have or will receive training in EDI, SDAIE, ELD strategies and most are credentialed to teach EL students.</p> <p>e) The district will support professional development for teachers and site administrators to ensure effective and consistent use the of the adopted core math 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>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides • 2010-2014 	<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
<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, and district assessments, and available assistance for students. Administrators and teachers will assist parents in the interpretation of state and local assessments.</p> <p>b) All notices, reports, statements, or records that district staff sends parents or guardians are to be written in English and Spanish. Additionally, translation services are offered where appropriate. The district will provide all required written notifications, for each</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Parents • 2010-2014 	<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>consolidated program, within specified guidelines in a format that parents can understand.</p> <p>c) K-5 individual parent conferences will be held at least once each year, and on-going as needed to support student success.</p> <p>d) Parents of students in grade 6-12 have access to student information, including grades and attendance, via the Parent Portal, an online resource for parents.</p> <p>e) 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>f) District Migrant Education Liaison will continue to plan for and provide educational programs for parents of migrant students, and participate in ELAC and DELAC meetings.</p> <p>g) Provide Family Math Nights at schools to support the development of mathematical thinking skills at home.</p> <p>h) Site administrator and teachers will continue to work in cooperation with parent formed Parent Clubs.</p> <p>i) 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 mathematics standards and how they can support mathematical thinking skills at home.</p> <p>j) 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>k) 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.</p> <p>l) Parents of middle and high school students receive information on CASHEE requirements and opportunities for support services.</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
m) Parents are informed of student outcome data and the program through a variety of events and activities. These include: <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 				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): <ul style="list-style-type: none"> a) Parents of incoming kindergartners are provided with kindergarten readiness packets that consist of information and materials which support students' school readiness. b) Schools collaborate with Migrant Ed and Head Start preschools to provide them with information about transitioning to Kindergarten. c) School sites provide orientations, which include site visits, to support transitions from one school to the next. d) Ongoing school to home communication, in English and Spanish, regarding school and student progress. e) High school students and parents are provided with informational and support services for college entrance. 	<ul style="list-style-type: none"> • District and Site Administrators • Title I teachers • Classroom teachers • Classroom Aides • Counselors/Nurses • Students • Parents • 2010-2014 	<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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a) Schools sites are required to 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. Math course are added or removed from the master schedule based on student need.</p> <p>c) A District/School Leadership Team (DSLTL) has been formed for the purpose of focused improvement district-wide in 3 focus areas; English Language Arts, English Language Development, and Professional Learning Communities. Teams of administrators, teachers, and parents have developed SMART goals for each focus area. Math will be added as a focus area in 2011-2012.</p> <p>d) Teachers will analyze state, district, and curriculum-based assessment data during staff meetings and collaboration time. Results of the analysis will be used to monitor programs and effect changes in instruction, curriculum implementation and intervention services as needed.</p> <p>e) District personnel will evaluate overall program effectiveness through analysis of API and AYP targets, state and district assessment data, drop out rates, CASHEE results, and survey results.</p> <p>f) 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>g) The district will provide technical support to all schools to effectively implement the Single School Plan for School Achievement.</p> <p>h) The District ensures that federal, state, and local funds are specifically targeted to support school reform efforts and maintain compliance with regulations.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • 2010-2014 	<ul style="list-style-type: none"> • Edusoft contract • Staff salaries and benefits • Materials and supplies 	<p>\$4,000</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 Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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) Eligible Low income students have access to SES which provides tutoring outside of the school day.</p> <p>e) Alternative Education options, such as Elementary Community Day School, Community Day School, Continuation High School, Independent Study, are available to students by referral and placement as determined by a Student Study Team.</p> <p>f) 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>g) Teachers will continue to receive support and training from the district Special Education Coordinator in specific researched-based strategies appropriate for SPED's.</p> <p>h) Migrant students will receive additional support through coordinated efforts of classroom teachers, instructional aides, and school based migrant staff.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • Title I teachers • Classroom Aides • 2010-2014 	<ul style="list-style-type: none"> • Edusoft contract • Staff salaries and benefits • Supplementary program materials and supplies 	<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
<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.</p> <p>c) GATE services and Honors and AP courses are offered to qualifying students</p> <p>d) College Connection and AVID (Advancement Via Individual Determination) are offered to students at Orland High School.</p> <p>e) Services to homeless students are coordinated with Glenn County Office of Education.</p>	<ul style="list-style-type: none"> • District and Site Administrators • Classroom teachers • SPED personnel • CAHSEE tutor • AVID teachers 	<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>

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

Required Activities

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.

Academic progress in Language Arts and Mathematics for individual English learners is evaluated 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.

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

Required Activities

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

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

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.

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.

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

Required Activities

	<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> <ul 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.</p> <p>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> <p>If yes, describe: No</p>

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	
5. Provide: <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>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<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>
7. Improve the English proficiency and academic achievement of LEP children.	<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>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <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>

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

Allowable Activities

<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.</p> <p>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> <p>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>

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 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 SB 472 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. • Teachers will be trained in differentiated instruction to meet the needs of English learners. • 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 • 2010-2014 	<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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 affects 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 • 2010-2014 • 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
<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 ooportunities. • 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 • 2010-2014 	<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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 • 2010-2010 	See #1	See #1	See #1
<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 • 2010-2014 	<ul style="list-style-type: none"> • 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
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <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"> District and Site Administrators 2010-2014 	<ul style="list-style-type: none"> Hardware, software Professional Development Annual per-pupil fee 	See #1	See #1
<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 2010-2014 	<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 2010-2014 	none	none	

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> • Identify key or focus standards in terms of importance. • 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: <ul 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. • 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 affect on special populations and those with learning difficulties. • Activities for principals and other administrators to develop and cultivate professional leadership capacity. 	<ul style="list-style-type: none"> • District and Site Administrators • 2010-2014 	<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
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <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 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 • 2010-2014
Benchmarks/ Evaluation	<ul style="list-style-type: none"> • The school will increase Graduation rate by 5% • CAHSEE results <p>Grad rate data - most current for 2008-09 is 89.4%</p>
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 • 2010-2014
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 • 2010-20124
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	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <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. 	<p>Number of children eligible for Free/Reduced price lunch programs.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <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. 	<p>All schools with a 75% or above poverty rate are funded with Title I or other state and local funds.</p>

Additional Mandatory Title I Descriptions

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

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:

- 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.
- 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.

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.

- Each 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 Edusoft 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 that material with fidelity. Students are offered extended learning time through before and after school sessions, summer school, and supplemental educational services.
- 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.

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>
<p>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.</p>	<p>N/A - All Title I schools are schoolwide.</p>

Targeted Assistance Programs (TAS) - Student Identification

<p>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.</p>	<p>N/A - All Title I schools are schoolwide.</p>
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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>For PI schools in year 5, the district convenes an Alternative Governance Board (AGB) which meets on a regular basis to oversee the implementation of the school plan and district goals. AGB hears reports from school site 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.</p>
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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

<p>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.</p>	<p>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.</p>
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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.

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 mutual agreements with neighboring districts to provide school choice, for which paid transportation is provided. Parents are able to receive inter-district transfers upon request.

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.

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.

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. The district's teachers 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.

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.

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	
<p>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:</p> <ul style="list-style-type: none">a. Even Startb. Head Startc. Reading Firstd. Early Reading Firste. Other preschool programsf. 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. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>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.</p> <p>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.</p>

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.

**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
Orland Joint Unified School District**

Appendix B

Links to Data Websites

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

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

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	1648	1608	1629	644	613	601	27	23	17	50	53	49
Growth API	711	714	729	740	758	763						
Base API	696	712	714	723	741	758						
Target	D	D	D									
Growth	15	2	15	17	17	5						
Met Target												

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	898	898	939	597	592	610	1217	1171	1215	198	181	205
Growth API	689	687	707	655	640	653	685	688	704	518	498	530
Base API	677	689	688	634	656	641	670	686	689	487	536	506
Target												
Growth	12	-2	19	21	-16	12	15	2	15	31	-38	24
Met Target												

Appendix F

District & Student Performance Data

Table 2: Title III Accountability

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	424	452	452
Percent with Prior Year Data	100	98.5	100
Number in Cohort	424	445	452
Number Met	168	256	237
Percent Met	39.6	57.5	52
NCLB Target	50.1	51.6	56
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	238	285	348	202
Number Met	63	107	53	78
Percent Met	26.5	37.5	15.2	38.6
NCLB Target	28.9	30.6	17.4	41.3
Met Target	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	99	99	99	98	100	94	100	100	100	100
Number At or Above Proficient	501	489	553	242	238	248	9	4	--	13	16	15
Percent At or Above Proficient	37.6	38.4	41.8	48.3	49.8	53.1	47.4	30.8	--	38.2	39.0	41.7
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**
Met AYP Criteria	Yes	No	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	99	100	99	99	100	99	99	99	94	98
Number At or Above Proficient	226	227	279	108	93	109	304	303	365	35	31	36
Percent At or Above Proficient	30.1	31.2	35.4	21.5	19.1	21.2	30.7	32.4	36.3	21.7	20.8	21.8
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**	35.2* 33.4**	46.0* 44.5**	56.8* 56.0**
Met AYP Criteria	No	No	No	No	No	No	No	No	No	Yes	No	No

AYP Targets:

* Elementary School Districts:

(2006-07: 24.4%), (2007-08: 35.2%), (2008-09: 46%), (2009-10=56.8%)

Unified School Districts, High School Districts and County Offices of Education (COEs):

(2006-07: 23%), (2007-08: 34%), (2008-09: 45%), (2009-10=56%)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	98	99	99	97	100	100	100	100	100	100
Number At or Above Proficient	559	532	591	248	245	248	11	3	--	15	16	17
Percent At or Above Proficient	42.1	41.6	44.8	49.5	51.1	53.3	57.9	21.4	--	44.1	39.0	47.2
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99	99	100	99	99	99	99	99	98	97	99
Number At or Above Proficient	277	265	312	154	138	159	368	349	404	40	34	46
Percent At or Above Proficient	37.0	36.3	39.6	30.7	28.3	31.1	37.2	37.3	40.2	25.2	21.9	27.7
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**	37.0* 32.2**	47.5* 43.5**	58.0* 56.4**
Met AYP Criteria	Yes	No	No	No	No	No	Yes	No	No	Yes	No	Yes

AYP Targets:

Elementary School Districts:

(2006-07: 26.5%), (2007-08: 37%), (2008-09: 47.5%), (2009-10=58%)

Unified School Districts, High School Districts and County Offices of Education (COEs):

(2006-07: 23.7%), (2007-08: 34.6%), (2008-09: 45.5%), (2009-10=56.4%)

Appendix F

District & Student Performance Data

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	6	8	17	22	16	21	36	47	76
1	3	5	15	24	28	44	14	22	3	5	63
2	2	3	9	14	21	33	28	44	3	5	63
3	1	2	11	22	19	37	14	27	6	12	51
4	2	3	20	33	32	52	6	10	1	2	61
5	3	6	15	28	27	51	2	4	6	11	53
6	4	8	19	39	21	43	4	8	1	2	49
7	1	4	12	43	8	29	5	18	2	7	28
8	5	16	13	42	9	29	3	10	1	3	31
9			3	27	4	36	3	27	1	9	11
10					10	67	4	27	1	7	15
11			1	8	7	58	4	33			12
12			5	38	5	38	3	23			13
Total	21	5	123	27	191	42	90	20	27	6	452