

**Local Education Agency Plan
Yreka Union School District**

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Part I Background and Overview

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 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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 LEA Plan, and 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 (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tq/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) 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 - 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 in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.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

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

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality
<input checked="" type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology
<input type="checkbox"/>	Title III, Limited English Proficient
<input type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Title IV, Part A, Safe and Drug - Free Schools and Communities
<input type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input type="checkbox"/>	Adult Education
<input type="checkbox"/>	Career Technical Education
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input checked="" type="checkbox"/>	Other (describe): Title VI, Rural Low Income School
<input checked="" type="checkbox"/>	Other (describe): State Fiscal Stabilization Funds
<input checked="" type="checkbox"/>	Other (describe): Title VII Indian Ed
<input type="checkbox"/>	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
<input checked="" type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input checked="" type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After - School Education and Safety Programs
<input type="checkbox"/>	School and Library Improvement Block Grant
<input type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input checked="" type="checkbox"/>	Gifted and Talented Education
<input type="checkbox"/>	High Priority Schools Grant Program
<input type="checkbox"/>	Tobacco Use Prevention Education (Prop 99)
<input type="checkbox"/>	Immediate Intervention/ Under performing Schools Program
<input type="checkbox"/>	School Safety and Violence Prevention Act (AB1113, AB 658)
<input type="checkbox"/>	Healthy Start
<input type="checkbox"/>	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
<input type="checkbox"/>	English Language Acquisition Program
<input type="checkbox"/>	Community Based English Tutoring
<input type="checkbox"/>	Art/Music Block Grant
<input type="checkbox"/>	School Gardens
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

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	\$24,577	\$328,796	\$286,264	85%
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	\$0	\$55,062	\$55,062	100%
Title II, Part D: Enhancing Education Through Technology	\$0	\$1,135	\$1,135	100%
Title III: Limited English Proficient				%
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	\$0	\$184,035	\$184,035	100%
21st Century Community Learning Centers				%
1. Other: Title VI B REAP	\$0	\$24,855	\$24,855	100%
2. Other: Title VII Indian Ed	\$0	\$44,195	\$44,195	100%
Total				%

District Budget for State 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
EIA - State Compensatory Education, Limited English Proficient	\$28,860	\$96,907	\$125,767	100%
School & Library Improvement Block Grant	\$0	\$130,009	\$130,009	100%
After School Education and Safety Program	\$0	\$286,734	\$286,734	100%
Child Development Programs				%
Educational Equity				%
Gifted and Talented Education	\$0	\$12,303	\$8,664	71%
Tobacco Use Prevention Education				%
High Priority Schools Grant Program				%
School Safety and Violence Prevention Act	\$0	\$7,989	\$7,989	100%
Tenth Grade Counseling				%
Healthy Start				%
Dropout Prevention and Recovery Act				%
English Language Acquisition Program				%
Community Based English Tutoring				%
1. Other:				%
2. Other:				%
Total				%

Part II The Plan

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.

It is the mission of the Yreka Union School District to provide each student with a safe, caring and supportive atmosphere which will foster the intellectual, emotional, and social growth necessary to become a productive and responsible citizen who accepts cultural differences. All parents, students, teachers and staff are part of a supportive team helping children develop personal, educational, social, and ethical values.

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.

Curriculum embedded assessments
California Standardized Tests
CELDT
Scholastic Reading Inventory
Pearson Basic Phonics Skills Test

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: Grade level essential standards determined</p> <p>Use the determined essential standards per grade level to develop a district instructional/assessment pacing guide to fully implement the RLA and intensive intervention programs by grade level.</p> <p>Provide the following Instructional minutes in ELA: Grades K-6, 2.0 hours Grades 7-8, 1-2 hours or up to 2 periods.</p> <p>Strategic and Intensive intervention aligned with essential standards Grades K-6, 30 min. Grades 7-8, 30-45 min.</p> <p>One teacher per grade level(Grades 1-4) will participate in SCOE provided Coaching trainings. (3 sessions)</p>	<p>2010-11, ongoing Teaching staff</p>	<p>Subs Training</p>	<p>\$1,200.00 \$100.00</p>	<p>General</p>
<p>2. Use of standards-aligned instructional materials and strategies: SBE approved ELA core and strategic curriculum materials including all ancillary materials for grades K-8 to be implemented with fidelity, including differentiation, for all groups of students. Pearson (grade K-5) and McDougal Littell (grades 6-8)</p> <p>SBE approved Intensive Intervention materials to accelerate student achievement for students who are 2 years or more below grade level in grades 4-8, Read 180.</p>	<p>2010-11, ongoing</p>	<p>Pearson, McDougal Littell Textbooks Read 180</p>	<p>\$131,570.00 \$62,529.00</p>	<p>IMFRP Restricted Lottery General SFSF Special Education</p>
<p>3. Extended learning time: After School Program- SAFE</p>	<p>2007, ongoing</p>			
<p>4. Increased access to technology: Computer server compatible to facilitate use of software component Computers to be updated to accommodate sound Promethean Activeboard per classroom Computer, LCD projector per classroom</p>	<p>2010-11</p>	<p>Promethean Activeboard Training</p>	<p>\$2500.00</p>	

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: 100% of certificated staff will complete Curriculum Materials training in Pearson ELA (grades K- 5), McDougal Littel (grade 6-8).</p> <p>The district will continue to facilitate and support a one-hour structured collaboration meeting per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the adopted Pearson or McDougal Littel ELA programs.</p> <p>Teachers and administrators will complete the Aligning Assessment and Curriculum to Inform Instructional Decisions training series.</p> <p>Teachers and administrators will complete Pyramid Response to Intervention training series.</p>	<p>2010-11, Teaching staff, administrators</p>	<p>Subs for collaborative day training, grade level teams to meet a.m./p.m.</p> <p>Chris Webber Training</p> <p>Subs</p> <p>9 teachers+3admin x \$150/person</p> <p>Subs, 9 teachers x 6 days</p>	<p>\$2720.00</p> <p>\$300.00</p> <p>\$4320.00</p> <p>\$1800.00</p> <p>4320.00</p>	<p>Title II, Part A</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> * Parents will be given information on CELDT/ CMA/CAPA/CST test results & how to interpret them within 30 days of receiving results. * Alternate means of communication with parents will include input by mail or phone. * Parent conferences, Student Success Teams and IEP meetings will be held. * Additional conferences will be held with parents of underachieving students. * Interim reports will be provided to parents of under-performing students. * The SARC will be posted to the internet for the school. * The SSC will meet to provide input on categorical programs. The SSC is made up of parents, teachers, community members, classified staff, and the principal. * Parent involvement opportunities will be provided at school, such as back to school night, monthly parent/family nights, open house and parent conferences, to highlight reading/language arts program and review student achievement. * Parent trainings for parents of incoming kindergarten students to enable them to support their child's education at home. * Provide parent training in Love and Logic. 	<p>2010-11, ongoing</p>	<p>Instructional Aide/ ELL Coordinator</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Kindergarten orientation 4th to 5th Grade orientation 8th to 9th Grade orientation	2010-11, ongoing			
8. Monitoring program effectiveness: Facilitation of the Academic Program Survey (APS) at each site Use ELA core curriculum assessments to monitor student achievement. Participate in Galileo awareness building through discussions with DES principal and Galileo representative. Possibly implement Galileo data management system.	2010-11 2010-11, ongoing 2011-12	Galileo training		Title II A 25% of Title II, Part D
9. Targeting services and programs to lowest-performing student groups: Use the newly adopted ELA instructional materials (Read 180) as a replacement to the core to provide recommended ELA Intensive Intervention instructional time (Grades K-8: 2.5-3.0 hours) Review and revise master schedule and utilize teaching staff to coordinate how services can be provided to Intensive Intervention students (2 or more years below grade level as determined by CST and SRI scores). Paraprofessionals to provide individual and small group student instruction to support classroom teachers.	2010-11, ongoing	Paraprofessionals salary/benefits		Title I Economic Impact Aid
10. Any additional services tied to student academic needs: Provide recommended additional ELD instructional time per grade level. (Grades K-8: 30-60 minutes daily) Utilize teaching staff to coordinate how services can be provided to ELD students. EL proficiency levels (unofficial) need to be determined and communicated to teachers by Nov. 30. Official CELDT results need to be reported to teachers in a timely fashion and at the start of the school year.				

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: Grade level essential standards determined</p> <p>Use the determined essential standards per grade level to develop a district instructional/assessment pacing guide to fully implement the Mathematics and intensive intervention programs by grade level. K-4 - Houghton Mifflin (Grades K and 1), Saxon (Grade 2) 5-8 - McDougal Littell</p> <p>Provide the following Instructional minutes in Mathematics: Grades K- 30 minutes Grades 1-8, 60 minutes</p> <p>Strategic Intervention Instruction using core materials aligned with essential standards Grades K-7, 15-30 min.</p> <p>Intensive Intervention Instruction using Number Worlds. Grades 4-7, 15-60 minutes depending on grade level</p> <p>Algebra Readiness is the replacement program for Intensive Intervention for 8th graders.</p> <p>One teacher per grade level(Grades 1-4) will participate in SCOE provided Coaching trainings. (3 sessions)</p>	2010-11 ongoing			
<p>2. Use of standards-aligned instructional materials and strategies: SBE approved Mathematics core and strategic curriculum materials including all ancillary materials for grades K-8 to be implemented with fidelity, including differentiation, for all groups of students. K-4 - Houghton Mifflin (Grades K and 1), Saxon (Grade 2) 5-8 - McDougal Littell</p> <p>SBE approved Intensive Intervention materials to accelerate student achievement for students who are 2 years or more below grade level in grades 4-8, Number Worlds, Algebra Readiness.</p>	2011-12 ongoing			
<p>3. Extended learning time: After School Program- SAFE</p>	2011-12 ongoing			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: * Promethean Activeboard per classroom * Computer, LCD projector, and document camera per classroom * Promethean Active Votes-2nd-5th grades * Provide 5 Promethean Active Boards to 3 kindergarten teachers and 2 math teachers who do not have them. * Provide Promethean Active Votes to 1st and 6th grade classrooms.	2011-12 ongoing	5 Promethean Active Boards 7 sets of Promethean Active Votes	\$10,000 \$7,000	Technology Technology
5. Staff development and professional collaboration aligned with standards-based instructional materials: K-8 mathematics teachers are using the learning progression charts to determine essential standards and develop pacing guides for Saxon, Houghton Mifflin and McDougal Littel Math programs. Administrators, Classroom and Resource teachers not already trained in curriculum will participate in the CCESA Mathematics Instructional Materials Modules Professional Development for Houghton Mifflin, Saxon, or McDougal Littel. The district will continue to facilitate and support a one-hour structured collaboration meeting per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the adopted Mathematics programs. Teachers will complete and use the Learning from the Kathy Clements' ACAIID training to address the principles of the PLC. The ACAIID tools will be used to complete site level Mathematics products. (ie. Essential learnings, assessments, pacing guides) Also, Integrate PBS/RtI/PLC One teacher per grade level will participate in SCOE provided Coaching training.	2011-12 2011-2012 2011-2012 2011-2012 2011-2012	Monthly math collaboration time Instructional Materials Training Peer Coaching training	\$2720.00 \$1,000 per teacher (includes sub)	Title 1

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> * Parents will be given information on STAR test results & how to interpret them within 30 days of receiving results. * Alternate means of communication with parents will include input by mail or phone. * Parent conferences, Student Success Teams and IEP meetings will be held. * Additional conferences will be held with parents of underachieving students. * Interim reports will be provided to parents of under-performing students. * The SARC will be posted to the internet for the school. * The SSC will meet to provide input on categorical programs. The SSC is made up of parents, teachers, community members, classified staff, and the principal. * Parent involvement opportunities will be provided at school, such as back to school night, monthly parent/family nights, open house and parent conferences, to highlight the mathematics program and review student achievement. * Parent trainings for parents of incoming kindergarten students to enable them to support their child's education at home. 	2011-2012 ongoing			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> Kindergarten orientation 4th to 5th Grade orientation 8th to 9th Grade orientation 	2011-2012			
<p>8. Monitoring program effectiveness: Facilitation of the Academic Program Survey (APS) at each site</p> <p>Use Mathematics core curriculum assessments to monitor student achievement.</p> <p>Participate in Galileo awareness building through discussions with DES principal and Galileo representative.</p> <p>Implement Galileo data management system for 4-8 grades.</p>	<p>2010-11</p> <p>2010-2011</p> <p>2011-2012</p>			

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: Use the adopted Mathematics instructional materials (Number Worlds) as a replacement to provide strategic and intensive intervention instruction.</p> <p>Master schedule revised to provide recommended Mathematics strategic and intensive intervention instructional minutes.</p> <p>Paraprofessionals to provide individual and small group student instruction to support classroom teachers.</p>	2011-12 Ongoing			
10. Any additional services tied to student academic needs:				

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 classroom teachers provide the ELD instruction and SDAIE strategies to help students increase language proficiency levels and CST proficiency levels.</p> <p>YUESD does not receive Title III funding</p> <p>Economic Impact Aid (EIA-LEP Resource 7091) funds may be used to provide supplemental instructional materials for ELD, materials designed to help ELs access the core curriculum, or for a coordinator position to facilitate coordination of the the EL services.</p> <p>All students including all LEP students will participate in the statewide assessment program, including the CST to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to individual LEP students to determine whether they have made adequate yearly progress. Results can not be publicly reported due to small numbers. The CELDT will be used for initial assessment and administered annually to measure LEP students' progress towards English proficiency.</p> <p>The school will invite parents of LEP students to serve on advisory committees and to attend an annual meeting to discuss and evaluate programs and services. The parents of LEP students may elect to designate the SSC to represent the English Learner Advisory Committee for a two year period.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>A SBE adopted Reading/Language Arts Program 2 core curriculum has been adopted for all grades and will be used with all students, including English Learners.</p>

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

Required Activities

<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>Teachers participated in SB395 or CLAD training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of LEP students and to become certified to teach English Learners.</p> <p>As needed and available, teachers will participate in professional development offerings through the Siskiyou COE, and Region 2 offerings or through on-line professional development opportunities to be trained regarding the current research and the most effective instructional strategies for accelerating the achievement of English Learners.</p> <p>Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners.</p> <p>Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English Learners. (See Goal 3, Professional Development.)</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: [<input type="checkbox"/>]</p> <p>If yes, describe:</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: []</p> <p>If yes, describe: Provide the opportunity for more intensive instructional support with small groups and one to one instructional bilingual paraprofessional.</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: Provide additional academic intervention within core and strategic programs available at each school.</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: [X]</p> <p>If yes, describe: Provide continued support in core academic and strategic intervention programs as needed.</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: Continue to provide parent education training for parents of students attending the Yreka Union School District.</p>
9. Improve the instruction of LEP children by providing for - <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: []</p> <p>If yes, describe:</p>
10. Other activities consistent with Title III.	<p>Check if Yes: []</p> <p>If yes, describe: YUESD does not receive Title III funding</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	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	The CELDT is administered within 30 days of enrollment to students whose first three answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand For the 2010-11 school year, YUESD has approximately 40 English Learners in grades K-8. The district does not receive Title III funds.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	<ol style="list-style-type: none"> 1. Every student's first day packet contains the Home Language Survey. 2. The EL test coordinator makes a list of all English Learner students. 3. The testing coordinator uses the survey and list to complete the electronic R-30 Language Census form that is sent to CDE in March. 4. The CELDT test is used for initial assessment within 30 days of enrollment and is also administered annually to measure FEP and students' progress towards English proficiency. 5. Newly enrolled EL students are given a Primary Language test within 90 days. The testing coordinator administers the CELDT test. 6. Annually, EL students are included in STAR testing. 7. ELD is incorporated into the regular English Language Arts to assist EL students in improving language proficiency levels and proficiency in academic content standards. 8. Students who need supplemental ELD receive individual support according to the specific needs of the students.
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;	The written notification of results includes a description of the content, instructional goals, and extent of use of English and 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;	CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in instructional program decisions. These results are also shared with the student's teachers for use in instructional planning.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	The descriptions of the ELA Program 2 explain how the programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.
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;	Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on the CELDT and the CST in English/Language Arts and Math for each year in the program.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP.) IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.

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

Required Activities

<ul style="list-style-type: none"> 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>Yes</p> <p>N/A</p> <p>N/A</p>
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

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.

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
100% of the district's certificated classroom teachers are highly qualified in the subject areas and grade levels they teach.	One instructional aide needs to complete training through the SCOE to become highly qualified. All certificated staff will complete certification to teach English Learners. See Professional Development descriptions in Performance Goal 1 of this LEA Plan

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> <p>The state adopted Curriculum Materials Training in the SBE adopted programs, Pearson ELA (grades K- 5) and McDougal Littel (grade 6-8), is aligned with the content standards, state, curricula and other student achievement standards.</p> <p>The district will continue to facilitate and support a one-hour structured collaboration meeting per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the adopted Pearson or McDougal Littel ELA programs.</p> <p>Teachers and administrators will complete the Aligning Assessment and Curriculum to Inform Instructional Decisions training series which provides for the development of pacing guides, assessment plans, Rtl process that is aligned with schoolwide, grade level determined, essential standards.</p>	<p>2010-2011</p> <p>2011-2012 On going</p> <p>2010-2011</p>			
<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> <p>The professional development activities are based on the needs determined by the Academic Program Survey (APS) that were administered at each school. In order to address the minimally and partially implemented Essential Program Components (EPCs).</p>	<p>2010-2011 On going</p>			
<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> <p>Progress will be monitored throughout 2011-2012.</p>	<p>2011-2012 On going</p>			
<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> <p>The LEA coordinates with the district schools to insure the individual school's professional development goals reflect the district's goals as a whole.</p>	<p>2011-2012 On going</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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> <p>Certificated staff will complete the Mathematics Curriculum Module trainings for Houghton Mifflin K and 3-6 grades and Saxon grades 1-2.</p> <p>The district will continue to facilitate and support a one-hour structured collaboration meeting per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the adopted Pearson or McDougal Littel ELA programs.</p> <p>Teachers and administrators will complete the Aligning Assessment and Curriculum to Inform Instructional Decisions training series.</p> <p>One teacher per site will participate in Coaching training in ELA and Math.</p>	<p>2011-2012</p> <p>2011-2012 On going</p> <p>2010-2011</p> <p>2011-2012</p>	<p>\$1000 per teacher (includes sub)</p>	<p>\$20,000</p>	<p>Title 1</p>
<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> <p>The LEA uses Title I Part A funds for the purpose of Class Size Reduction and not for professional development.</p>				
<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> <p>Twenty five percent of Title I Part D funds are required to be used for professional development. YUESD provides stipends for 2 teachers to provide technology services. Training in the use of Promethean Active Boards and Active Board technology has been provided.</p>	<p>2010-2011 On going</p>			
<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>The district will continue to facilitate and support a one-hour structured collaboration meeting per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the adopted Pearson or McDougal Littel ELA programs.</p>	<p>2011-2012 On going</p>			

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. <p>100% of certificated staff will complete Curriculum Materials training in Pearson ELA (grades K- 5), McDougal Littel (grade 6-8). Teachers and administrators will complete the Aligning Assessment and Curriculum to Inform Instructional Decisions training series.</p> <p>Attend Positive Behavior Intervention Support conference at Southern Oregon University.</p> <p>Love and Logic Parent training</p> <p>Galileo Data Management System training, Aligning Assessment and Curriculum to Inform Instructional Decisions training series.</p>	<p>2010-2011</p> <p>2011-2012 On going</p> <p>2010-2011</p> <p>2010-2012</p>	<p>\$50 per paraprofessional \$150 per certificated staff (includes sub)</p> <p>\$2500</p>		
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p>				

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
The district continues to maintain <ul style="list-style-type: none">- small class sizes in grades 4-8- class size reduction in grades K-3- a district nurse that provides support as a liaison with local agencies who provide counseling services- music program for grades 3-8- athletic program for grades 5-8- Positive Behavior Support programs- DARE program- Enrichment activities such as Math Counts and Odyssey of the Mind	Barriers <ul style="list-style-type: none">- Significant reduction in state funding- Transient population- Improve district attendance

Environments Conducive to Learning (Activities)

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

Activities
The district continues to maintain <ul style="list-style-type: none">- small class sizes in grades 4-8- class size reduction in grades K-3- a district nurse that provides support as a liaison with local agencies who provide counseling services- music program for grades 3-8- athletic program for grades 5-8- Positive Behavior Support programs- DARE program- Enrichment activities such as Math Counts and Odyssey of the Mind

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

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

Strengths	Needs
- Improved relationship and fluidity with other support agencies such as County Mental Health, Child Protective Services, Yreka Police Department, Karuk Tribe, Family Resouce Center.	- On site counselor

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: California Healthy Kids Survey Results of 12/2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 1% 7th: 5%	5th: 1% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 4%	7th: 1%
The percentage of students that have used marijuana will decrease biennially by:	5th: 1% 7th: 7%	5th: 1% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 10%	7th: 1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 2%	7th: 1%
The percentage of students that feel very safe at school will increase biennially by:	5th: 55% 7th: 7%	5th: 1% 7th: 1%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 25%	7th: 1%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 1 from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	31%	1%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: 63% 7th: 31%	5th: 1% 7th: 1%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: 66% 7th: 44%	5th: 1% 7th: 1%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: 22% 7th: 12%	5th: 1% 7th: 1%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: 62% 7th: 29%	5th: 1% 7th: 1%

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

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

Program 1	
Science Based Program Name:	Project Alert
Program ATODV Focus:	ATOD
Target Grade Levels:	7
Target Population Size:	115
Purchase Date:	10/2010
Staff Training Date:	1/27/2011
Start Date:	
Program 2	
Science Based Program Name:	DARE
Program ATODV Focus:	Drug and alcohol prevention
Target Grade Levels:	6
Target Population Size:	100
Purchase Date:	
Staff Training Date:	
Start Date:	

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."

The number of students who receive free and reduced price meals will be the measure of poverty used to determine which schools are eligible for Title I funding.

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

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 under served 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.

See Goal 1: Reading
Goal 1: Mathematics

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>Not applicable, YUESD schools have Schoolwide Title I programs.</p>

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>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>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>	

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."

Gold Street Elementary School is in Program Improvement, Year 1

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	All parents of Gold St. Elementary were notified that the school has been identified as PI and that the students have the right to transfer to another school that is not in PI and that the district is responsible to provide or pay for the transportation. Program Improvement Year 1 does not require the school to provide SES, however, if the school is in PI Year 2, SES will be provided.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Because there are no other schools within the LEA with the same grade span as Gold St. the district will attempt to enter into an agreement with another district to allow their students to attend another school that is not in PI.</p> <p>Online SES will be provided to eligible students if the school goes into PI Year 2.</p> <p>In Year 2 all students will be notified regarding supplemental educational services. Students eligible for Supplemental Services are those students determined to be from "low income" families as determined by LEA poverty criteria for allocation of fund. Student eligibility for the supplemental services will also be based on their performance level of proficiency on the California Standardized Tests. Students scoring Far Below Basic on the CSTs in ELA and /or Math will have first priority for supplemental services, students scoring Below Basic will have second priority and those scoring Basic will have third priority as funding allows.</p>

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

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	100% of the YUESD credentialed staff and paraprofessionals are Highly Qualified
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.	

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>The educational services are provided to all students including limited English proficient students, children with disabilities, migratory children, and homeless children.</p> <p>The SSC serves as the School Advisory Committee for the purpose of advising the school on the State Compensatory Education Program (Title IA and EIA/SCE).</p> <p>The SSC serves as the Safety Committee for the purpose of reviewing and updating the School Safety Plan annually.</p>

Part III

Assurances and Attachments

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:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Dave Parsons

June 14, 2011

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan
Yreka Union 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.

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	726	702		531	478		8	11		11	15	
Growth API	779	787		792	812							
Base API	764	779		781	792							
Target	D	D										
Growth	15	8		11	20							
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	78	81		27	42		338	371		66	58	
Growth API							738	742				
Base API							706	739				
Target												
Growth							32	3				
Met Target												

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	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	333	366	338	263	273	246	--	5	--	3	7	--
Percent At or Above Proficient	45.6	51.5	50.5	49.4	56.4	54.9	--	45.5	--	27.3	46.7	--
AYP Target	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

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	100	100	100	100	100	100	100	100	99	99	100
Number At or Above Proficient	29	38	43	7	14	9	122	161	159	15	23	19
Percent At or Above Proficient	37.2	46.9	44.8	25.9	33.3	26.5	35.7	42.5	40.7	21.4	34.8	35.2
AYP Target	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**	34.0**	45.0**	56.0**
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

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	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	380	394	371	292	280	259	--	3	--	7	10	--
Percent At or Above Proficient	52.1	55.5	55.5	54.9	57.9	57.8	--	27.3	--	63.6	66.7	--
AYP Target	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**
Met AYP Criteria	Yes	Yes	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	100	100	100	100	100	100	100	100	100	99	99	100
Number At or Above Proficient	32	41	52	10	21	9	150	176	196	22	27	21
Percent At or Above Proficient	41.0	50.6	54.2	37.0	50.0	26.5	43.9	46.3	50.1	31.4	40.9	38.9
AYP Target	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**	34.6**	45.5**	56.4**
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

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				*		*						
2			1	25	3	75						4
3	1	25	1	25	1	25	1	25				4
4						*						
5			4	50	2	25	1	13	1	13		8
6	2	40	1	20	1	20			1	20		5
7		*		*								
8			4	100								4
Total	4	12	14	42	11	33	2	6	2	6		33