

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Orange Unified School District

County/District Code: 30 66621

Dates of Plan Duration (should be five-year plan): July 1, 2008 through June 30, 2013 (to be updated annually)

Date of Local Governing Board Approval: June 19, 2008

District Superintendent: Thomas A. Godley, Ed. D.

Address: 1401 N. Handy Street

City: Orange, CA Zip code: 92867

Phone: 714-628-4040 Fax: 714-628-4041

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

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

Thomas A. Godley, Ed. D.

Printed or typed name of Superintendent Date Signature of Superintendent

Wes Poutsma

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A	✓	EIA – State Compensatory Education
✓	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
	Title III, Immigrants	✓	Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities	✓	Tobacco Use Prevention Education (Prop 99)
✓	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✓	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	Career Technical Education	✓	Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	✓	CBET – Community Based English Tutoring
✓	Title VII – Indian Education Grant	✓	QEIA – Quality Education Investment Act
	Other (describe):	✓	ASES – After School Education & Safety Program
		✓	High Priority Schools Grant

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	370,495	4,073,868	3,982,187	89%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title I – Reading First	0	916,500	892,671	97%
Title II Part A, Subpart 2, Improving Teacher Quality	152,331	1,159,608	1,277,829	97%
Title II, Part D, Enhancing Education Through Technology	0	39,976	38,777	97%
Title III, Limited English Proficient	43,383	613,510	639,814	97%
Title III, Immigrants	19,841	N/A	19,246	97%
Title IV, Part A, Safe and Drug-free Schools and Communities	30,217	118,840	145,182	97%
Title V, Part A, Innovative Programs – Parental Choice	9,285	31,823	40,039	97%
Title VII – Indian Education	10,197	68,604	76,752	97%
Adult Education	0	14,205	13,836	97%
Career Technical Education	70,252	2,832	71,184	97%
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	0	5,004,094	4,873,988	97%
21 st Century Community Learning Centers	N/A	N/A	N/A	N/A

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	16,692	26,646	42,211	97%
EIA – Limited English Proficient	488,649	3,528,472	3,676,745	85%
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	367,842	2,270,421	2,569,667	97%
Child Development Programs	0	1,053,264	1,021,666	97%
Community Based English Tutoring (CBET)	329,324	221,676	536,674	97%
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	0	356,322	249,658	97%
Tobacco Use Prevention Education – (Prop. 99)	24,059	38,352	60,788	97%
High Priority Schools Grant Program (HPSG)	0	464,000	451,937	97%
School Safety and Violence Prevention Act (AB 1113)	70,252	441,736	498,676	97%
Tenth Grade Counseling	310,422	960,533	1,237,910	97%
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
After School Education & Safety (ASES)	555,445	975,000	1,490,653	97%
Quality Education Investment Act (QEIA)	n/a	1,243,208	1,210,885	97%
Teacher Recruitment & Student Support (TRSP)	41,756	131,599	168,848	97%

District Profile

Mission Statement

“The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy.”

Orange Unified School District celebrates learning through the development of the whole child. Our commitment to excellence provides a quality education, in depth, for all students. Together with the Board of Education, we have developed our Strategic Plan with four priority areas: 1) Personalization/Student Achievement; 2) Technology; 3) Facilities/Student Safety/Fiscal Responsibility; and 4) Partnerships/Community Involvement.

In addition to the Strategic Plan areas, we have developed our top ten core values.

THIS WE BELIEVE ABOVE ALL ELSE....

1. That all students will learn.
2. That all available resources will be utilized to ensure student success.
3. That everyone needs to model servant leadership.
4. That creating a shared vision will empower others.
5. That communicating our shared vision requires honesty and consistency.
6. That all people should be treated with respect and dignity.
7. That we demonstrate trustworthiness by all we say and do.
8. That we need to listen empathically and respectfully to understand the message beyond the words.
9. That everyone is our customer and, therefore, we will always follow-up and follow-through.
10. That what’s best for our students comes first and foremost.

Description

Orange Unified School District is located in Orange County, California, is at the center of a growing community 37 miles southeast of Los Angeles and 68 miles north of San Diego.

Orange Unified serves over 31,300 students. Our District has 1,600 certificated personnel and approximately 1,600 classified personnel. Our educational facilities include 30 elementary schools, five middle schools, two of which are charter, four 9-12 high schools, a continuation high school, a K-8 math and science magnet school, a Community Day School, and two special schools. Twelve Elementary schools and one Middle School Charter are single-track year round, the remaining schools are on a traditional school calendar.

Orange Unified serves a diverse student population. Our October, the 2007 CBED's reported the following racial/ethnic designations:

American Indian or Alaska Native	1%	Hispanic	45%
Asian	10%	Black	1%
Pacific Islander	1%	White	37%
Filipino	2%	Multiple or No Response	3%

The Spring 2008 Language Census reported that 24% of our students are identified as English Language Learners. There are over 47 different languages spoken by our students throughout the school district.

OUSD CALIFORNIA DISTINGUISHED SCHOOLS

West Orange Elementary	1987	Panorama Elementary	2000, 2008
Esplanade Elementary	1989	Anaheim Hills Elementary	2002
Prospect Elementary	1989	Silverado Elementary	2002
Villa Park Elementary	1989	Canyon Rim Elementary	2004
McPherson-Santiago Middle	1990	Serrano Elementary	2004
Cerro Villa Middle	1994	Cerro Villa Middle School	2005
El Modena High School	1996	El Rancho Charter	2005
Santiago Charter School	1999	El Modena High School	2005
Chapman Hills Elementary	2000	Running Springs Elementary	2006
Crescent Primary	2000	Canyon High School	2007
McPherson Magnet	2000, 2006	Palmyra Elementary	2008

EXEMPLARY PROGRAMS AND PROJECTS

- Highly trained certificated and classified staff
- Class Size Reduction: 20 to 1 student ratio in all classes from 1st and 2nd, and Option 2 in kindergarten, district wide
- Elementary music program to complement traditional middle & high school music programs
- Childcare before and after school
- GATE (Gifted and Talented Education) program
- Programs at our high schools include Advanced Placement and International Baccalaureate as well as History & English laptop computer classes, and multiple foreign languages
- Technology classes and on-line courses
- Before school, after school and intersession academic intervention programs
- After school and intersession sports and academic programs including eight schools that have the After School Education and Safety (ASES) grant.
- Student at Program Improvement schools participate in Supplemental Education Services (SES) tutoring.
- Several elementary schools have "Push-In" teachers to provide intensive support for at-risk students during the school day
- All Elementary Schools use "Step Up to Writing" program
- The AVID program is available at each middle and high school

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.

- Elementary Schools use district Paced Standards Assessments (PSA).
- Middle Schools use Standards Based Benchmarks at the end of trimester exams.
- High Schools use Standards Based Benchmarks at the end of semester exams.

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

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a. District office and school site staff will be provided on-going training in the alignment of instruction with content standards. b. All language arts textbooks and supplemental materials are aligned with the standards. c. All K-12 reading and language arts course content and pacing guides are aligned by teacher committees to the standards. d. All new teachers (K-12) will participate in the BTSA/Induction program, which is aligned with California Teaching Standards as well as the California Content Standards. e. All professional development will be aligned toward implementing the academic content standards, Professional Learning Communities and Response to Intervention. f. Elementary schools will continue a literacy emphasis through the district-wide school reform initiative. g. Assessments K-12 are aligned to the academic content standards. h. Staff will receive training in the use of internal and District benchmark assessments aligned to the academic content standards. i. IEP objectives will be aligned to the California State Standards. 	<ul style="list-style-type: none"> a. Executive Directors, Curriculum Coordinators, Site Administrators, Teachers b. IMAC c. Executive Directors, Curriculum Coordinators, Site Administrators, Teachers d. BTSA Coordinator, Teachers e. OUSD Instructional Leadership Team f. Elementary Principals, Teachers g. Curriculum Coordinators, Site Administrators, Teachers h. Curriculum Coordinators, Teachers i. All Special Education Staff, 	<p>District Personnel Salaries:</p> <ul style="list-style-type: none"> • Executive Directors Curriculum Coordinators • Director of Special Education • BTSA Coordinator • Site Administrators • Teachers 	<ul style="list-style-type: none"> a. NC b. NC c. \$10,000 d. \$25,000 e. NC f. FOR Title II g. \$5,000 h. NC i. NC 	<p>General Fund Title II EIA/LEP GATE BTSA Instructional Materials Fund (IMFRP)</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
	Secondary Counselors, Teachers			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. Standards-aligned materials will be purchased for all students.</p> <p>b. Textbook adoption committees at all levels utilize the academic content standards to select aligned instructional materials.</p> <p>c. The State Adopted List of Instructional Materials is utilized for all K-8 textbook adoptions.</p> <p>d. Teachers will regularly examine student work samples in collaboration to ensure that students are mastering grade level standards.</p> <p>e. All K-12 students utilize the school site library for selection of materials, instruction in research/library skills, read-aloud time, Accelerated Reader or Reading Counts.</p> <p>f. All sites (K-12) have library media staff to provide assistance for students in research/study skills.</p>	<p>a. Library, Media, Technology Coordinator</p> <p>b. Curriculum Coordinators, Site Administrators, Teachers</p> <p>c. Curriculum Coordinators</p> <p>d. Principals; Teachers</p> <p>e. Coordinator Library, Media, Technology</p> <p>f. Coordinator Library, Media, Technology</p>	<p>District personnel salaries</p> <ul style="list-style-type: none"> • Principals • Coordinators – Secondary Education and BTSA • Curriculum Coordinator • Teachers • Resource Teachers • Department Chairs • Library Staff 	<p>a. \$18,000</p> <p>b. NC</p> <p>c. NC</p> <p>d. NC</p> <p>e. NC</p> <p>f. NC</p>	<p>General Fund</p> <p>IMFRP</p> <p>CPSLA</p> <p>Title V</p> <p>EIA/LEP</p> <p>Title I</p> <p>SIP</p> <p>Native American Funds</p>
<p>3. Extended learning time:</p> <p>a. The District will offer/collaborate with agencies that offer pre-school programs. These programs will focus heavily on language development and pre-reading programs.</p> <p>b. Summer school, before/after-school, and/or intersession programs in Reading Language Arts are provided for all at risk students (K-12).</p> <p>c. For students scoring below basic in Reading Language Arts, reading intervention is recommended at the middle and high school levels in lieu of an elective.</p>	<p>a. Coordinator of Early Childhood Education</p> <p>b. Elementary and Secondary Education Directors and Special Programs Teachers</p> <p>c. Elementary and Secondary Education Directors</p>	<p>District Personnel Costs</p> <ul style="list-style-type: none"> • Curriculum Coordinator • Director of Special Programs • Coordinator of Early Childhood Education • Teachers 	<p>a. \$555,220</p> <p>b. \$50,000</p> <p>c. NC</p>	<p>General Fund</p> <p>Early Childhood Grant</p> <p>Summer School, Intervention</p> <p>Hourly Program Funding</p> <p>Title VII Funding</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>d. Community agencies provide after-school tutoring to community students.</p> <p>e. Students at program improvement schools will participate in supplemental instructional services (reading tutoring). Tutoring is provided for at-risk students before school and after school.</p> <p>f. The District will offer kindergarten transition programs at selected schools that develop language and reading readiness skills. Kinder Camp is offered at selected schools for preschool students with language development needs – for English learners and at risk learners (K-12).</p>	<p>and Special Programs</p> <p>d. Community Agency Personnel</p> <p>e. Principals; Teachers</p> <p>f. Director of Special Programs; Coordinator of Early Childhood Education; Principals; Teachers</p>		<p>d. NC</p> <p>e. \$780,846</p> <p>f. \$10,000</p>	<p>SDFSC Funding</p> <p>Title I Funding</p> <p>Early Childhood Grant</p>
<p>4. Increased access to technology:</p> <p>a. Secondary students scoring below and far below basic on the CST or students not passing the CAHSEE will have access to literacy intervention technology programs: BRAIN X and PLATO.</p> <p>b. All elementary students will participate in an on-going supplemental reading comprehension program with assessments such as Reading Counts or Accelerated Reader.</p> <p>c. Implement supplemental software programs such as READ 180, Avenues e-assessments and River Deep to assist struggling learners at all schools (K-12).</p> <p>d. All sites have access to United Video Streaming to enhance classroom instruction.</p> <p>e. Expand the use of Blackboard, Parent Portal, AERIES grading system, Connect-Ed and TELA Parent to enhance parent/community/student communication via technology.</p> <p>f. Orange Live (Secondary on-line classes) will expand its offerings to provide on-line literacy experiences to reinforce Reading Language Arts.</p> <p>g. Teachers will access assessment reporting systems for data on student achievement and analyze results to shape content aligned instruction.</p>	<p>a. – k. Administrative Director Educational Technology; Site Principals; Technology Trainers; LMT; Teachers; Tech Aides</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Administrative Director of Information Services and Educational Technology • Principals • Technology Trainers • LMT's • Teachers 	<p>a. \$85,000</p> <p>b. \$50,000 for assessment implementation</p> <p>c. NC</p> <p>d. \$45,000</p> <p>e. \$10,000</p> <p>f. \$2,000/school for program and training costs</p> <p>g. \$600,000</p> <p>h. NC</p> <p>i. \$76,000</p>	<p>Title III Funds</p> <p>SIP Funds</p> <p>Title I Funds</p> <p>EIA/LEP Funds</p> <p>CHASSEE</p> <p>Intervention Funds</p> <p>Supplemental Technology Grant</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>h. Teachers will receive on-going training in using the AERIES Browser Interface (on-line attendance, report cards, and assessment data) to better understand how to meet the content standards for individual students.</p> <p>i. Expand learning units which are created in Blackboard using many tools affording students a variety of new learning opportunities.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. Elementary Reading Language Arts teachers are trained on the current adoption; Secondary teachers are offered training.</p> <p>b. Reading First grant (K-3) will provide reading coaches at each of the seven participating schools. Principals will receive AB430 training and K-3 teachers will receive SB472 training at these schools.</p> <p>c. Instructional coaches will provide professional development for program improvement schools within the District.</p> <p>d. Grades 4-12 teachers of special education students, as well as general education teachers, will be offered training in <i>Language!</i> and <i>Read Well</i> by a nationally certified trainer.</p> <p>e. Secondary content area teachers will have access to AVID training</p>	<p>a. Curriculum Coordinators; Teachers</p> <p>b. Elementary and Secondary Education Directors and Special Programs; Reading Coaches</p> <p>c. Elementary and Secondary Education Directors and Special Programs; Reading Coaches</p> <p>d. Director of Special Education; Coordinator of Library, Media, Technology; Teachers</p> <p>e. Site Principals; Teachers</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Curriculum Coordinator • Director of Special Education • Director of Special Programs • Coordinator of Library, Media, Technology • Teachers • Instructional Coaches <p>Consultant Costs</p>	<p>a. NC</p> <p>b. \$366,550</p> <p>c. NC</p> <p>d. \$90,000 Spec ED</p> <p>e. NC</p>	<p>General Fund Title II Reading First Grant Title I SLIP; EIA/LEP AVID Funds</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly 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"> a. Each school will maintain a Site Council with staff, parent and community representatives. Each council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils also contribute ways to improve school reading programs. b. Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them. c. Each elementary parent will be invited to a parent conference at which teachers discuss the reading program and assessment results. Students at risk of not graduating along with their parents meet with a counselor to explore options for success. d. Student-led Parent Conferences are implemented at many schools sites e. Schools will provide their School Accountability Report Card to parents. f. Each school develops and implements a school plan for improving student achievement with the collaboration of parents and community members. g. Newsletters and principal's communications are provided to parents at all schools. h. District-level Parent Advisory Committees are established to communicate student achievement. Parents and community members sit on District committees (GATE, DELAC, IMAC, Superintendents Forum, Native American Advisory Committee) and are included in the district Curriculum Council and the Instructional Materials Advisory Committee. i. Student Success Teams meet to discuss strengths and identify areas of need for at-risk students to develop an 	<ul style="list-style-type: none"> a. Principal; School Site Council b. Director of Assessment and Evaluation c. Principal; School Staff; Parents d. Teachers, students e. Principal f. Principal; School Site Council g. Principal h. District Coordinators, Parent Advisors, Committees i. Principal, Teachers, School Psychologist, Parent j. Principal, Parents, School Staff Members k. MS Retention Coordinators, HS At Risk Coordinators l. CBET Program Teachers 		<ul style="list-style-type: none"> a. NC b. Duplicating and Mailing costs c. Translation costs when needed d. NC e. NC f. Printing costs g. NC h. NC i. NC j. NC k. NC l. \$100,000 	<p>SLIP Funds General Funds Categorical Funds CBET Funds</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>intervention plan.</p> <p>j. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention.</p> <p>k. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan.</p> <p>l. CBET Program provides parent education training in addition to English Language Development for parents.</p>				
<p>7. Auxiliary services for students and parents (including transition from pre-school, elementary, and middle school):</p> <p>a. Middle schools and high schools offer transition activities for incoming students.</p> <p>b. The AVID program is active at all middle and high schools.</p> <p>c. Family Reading Nights are provided at many schools.</p> <p>d. All high schools have student/parent orientation for all incoming ninth grade students.</p> <p>e. Categorically funded Instructional Assistants provide teacher assistance in the area of reading and language arts at some school sites.</p> <p>f. Reading resource teachers at several schools provide extra support for at risk students in reading/literacy skills.</p> <p>g. Parent led literacy reinforcement programs are available at several schools.</p> <p>h. Parent volunteers in elementary classrooms assist teachers with students practicing reading skills.</p> <p>i. Special Education personnel at the elementary, middle and high school levels will participate in articulation to ensure successful transitions for students.</p> <p>j. K Readiness Handbooks are available to parents of entering Kindergarten students.</p> <p>k. Some secondary schools provide cross age tutors to feeder schools.</p> <p>l. Pre school IEP's are completed at several elementary</p>	<p>a. Middle School Principals; Teachers</p> <p>b. MS/HS Principals</p> <p>c. Principals; School Staffs</p> <p>d. HS Principals; Counselors</p> <p>e. Principals; IA's</p> <p>f. Reading Resource Teachers</p> <p>g. Coordinator Elementary Education; Classroom Teachers</p> <p>h. Principals; School Staff</p> <p>i. Parent Volunteers</p> <p>j. Special Education personnel</p> <p>k. Kindergarten teachers</p> <p>l. Site Principals; Classroom Teachers;</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Director of Elementary Education • Principals • School Staff Members • Special Education Staff • Classroom Teachers 	<p>a. \$32 / hour extra earnings</p> <p>b. \$25,000 / school site</p> <p>c. NC</p> <p>d. NC</p> <p>e. \$ 15/hour of support</p> <p>f. \$85,000/teacher</p> <p>g. \$32/hour</p> <p>h. NC</p> <p>i. NC</p> <p>j. NC</p> <p>k. Printing Costs</p> <p>l. NC</p> <p>m. \$15,000</p>	<p>a. General Fund; SIP</p> <p>b. Site General Fund</p> <p>c. Site Categorical Funding</p> <p>d. General Fund</p> <p>e. Site Categorical Funding</p> <p>f. Site Categorical Funding</p> <p>g. Summer School, Intervention Funding</p> <p>h. Site Categorical Funding</p> <p>i. NC</p> <p>j. NC</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>school to facilitate early childhood education.</p> <p>m. Incoming students are assessed for school readiness; parents are advised of results to improve readiness.</p>	<p>Secondary Tutors Site Principal; Teachers</p>			<p>k. School Readiness Funds l. NC m. Categorical Funds</p>
<p>8. Monitoring program effectiveness</p> <p>a. The District Board and administration fully support the Public School Accountability Act.</p> <p>b. Classroom teachers will regularly assess students' mastery of standards by examining student work and related data (teacher made assessments, Paced Standards Assessments, CST); re-teaching occurs as needed.</p> <p>c. Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>d. Each site will have a Single Plan for Student Achievement, and the principal and School Site Council will have the responsibility for monitoring progress and making needed revisions.</p> <p>e. Classroom teachers will regularly assess students' mastery of standards by examining student work and data; re-teaching occurs as needed.</p> <p>f. All elementary schools conduct Internal Walk Throughs to help monitor the instructional program.</p> <p>g. Reading First schools participates in additional district and state Walk Throughs to monitor implementation of programs.</p> <p>h. The high schools will participate in the WASC accreditation process.</p>	<p>a. Board of Education; Superintendent b. Administrators; Teachers c. Director of Assessment and Research; Classroom Teachers d. Principals; School Leadership Team; School Site Councils e. Classroom Teachers f. Classroom Teachers g. Classroom teachers h. High School Staff members</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Superintendent • Director of Research and Assessment • Classroom Teachers 	<p>a. NC b. Testing Cost c. NC d. Development Costs; website license costs e. NC f. NC g. NC h. Planning expenses</p>	<p>a. NC b. General Funds c. NC d. SIP Funds e. NC f. NC g. NC h. general funds</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Schools provide assistance to students performing at the basic, below basic, and far below basic levels through a variety of interventions (summer school, Saturday school, counseling and before/after school tutoring). b. K-8 teachers will continue to be trained in GLAD strategies to support struggling readers and writers. c. Schools have courses in the master schedule targeting students with academic needs and counsel students in appropriate course selection. d. Students in grades 10-12 who fail the English/Language Arts section of the CAHSEE are provided with after-school tutoring, support classes both during and after hours, and summer preparation programs. 	<ul style="list-style-type: none"> a. Principals; Teachers; IA b. MS Staff c. MS/HS Principals counselors d. HS Principals; Teachers 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Principals • Teachers • IA 	<ul style="list-style-type: none"> a. Hourly Programs reimbursement b. \$80,456 c. NC d. \$85,000 	<p>General Fund, Title I and Title VII funds School Readiness Funds CAHSEE Intervention funds AB 1802 funding Hourly Programs</p>

Description of Specific Actions to Improve Education Practice in Reading Language Arts	Persons Involved Timeline: 08-09	Related Expenditures	District Yearly Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a. Most secondary schools offer homework support after school or in the evening on a regular basis. b. Before and after school tutoring in reading is available during the school year at most schools. c. OUSD is in partnership with the California Science Project at UCI. This partnership not only brings science content to our teacher leaders but also English language strategies are infused into the science program for K-6. d. K-12 students at different sites are involved in a partnership with the UCI Subject Matter Project. e. AVID tutoring is available during AVID Classes. f. Test taking strategies are taught at each site. g. Response to Intervention is implemented at several elementary sites through student ability grouping (ExCEL). h. Native American Tutoring, McKinny Vento Tutoring (homeless students), SES, ASES will continue to be available to appropriate students as needed. i. Many elementary schools participate in Nutrition Network in which students learn how good nutrition habits influence learning. 	<ul style="list-style-type: none"> a. Teachers and Instructional Assistants b. Teachers and Instructional Assistants c. UCI and Curriculum Department d. AVID teachers and tutors e. Classroom Teachers and AVID Tutors f. Classroom Teachers g. Teachers and Instructional Assistants h. Native American, Homeless Coordinators, SES TOSA, Special Programs Director, Teachers i. School Readiness Coordinator 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Teachers • IA • Curriculum Coordinators • SES TOSA • ASES Staff • Native American Coordinator • Homeless Coordinator • Special Programs Director • School Readiness coordinator 	<ul style="list-style-type: none"> a. NC b. NC c. NC d. NC e. NC f. NC g. NC h. \$783,000 i. NC 	<p>General Fund Categorical Funds Summer School Funds Title I Native American Grant ASES Grant</p>

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 – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a. Principals and staff will be provided on-going training in the alignment of instruction with content standards. b. All mathematics textbooks and supplemental materials continue to be aligned with the standards. c. All secondary mathematics content is aligned by teacher committees to the standards. d. All new teachers will participate in the BTSA/Induction program that is aligned with California Teaching Standards as well as the California Content Standards. e. The elementary student report card is aligned to the academic content standards. f. Staff will use local measures of assessment aligned to the academic content standards to guide instruction. g. Each classroom teacher (K-12) is provided with a correlated outline of the academic content standards and the adopted text. h. Grade level curriculum maps/pacing guides/course outlines, created at the district level, are provided to each K-6 teacher. i. IEP goals and objectives are based on the State Content Standards. 	<ul style="list-style-type: none"> a. Principals, Curriculum Coordinators; Site Staff Members b. Instructional Materials Advisory Committee (IMAC) c. Coordinator of Secondary Curriculum; Teachers d. BTSA Coordinator e. Elementary Curriculum Coordinator f. Curriculum Coordinators; Elementary Principals; Teachers g. Curriculum Coordinators; 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Principals • BTSA Coordinator • Curriculum Coordinators • Special Education Coordinators • Classroom Teachers 	<ul style="list-style-type: none"> a. \$17,000 b. \$2,500,000 c. \$10,000 d. \$820,000 e. NC f. \$25,000 g. \$1,700 h. \$1,700 i. NC 	<p>General Fund IMFRP BTSA Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
	Classroom Teachers h. Curriculum Coordinators; Classroom Teachers i. Special Education Coordinators; Classroom Teachers			
2. Use of standards-aligned instructional materials and strategies: a. Textbook adoption committees at all levels utilize the academic content standards to select aligned instructional materials. b. The State Adopted List of Instructional Materials is utilized for all K-8 textbook adoptions. c. Teachers will meet in grade level/department meetings to regularly examine student data and work samples to guide instruction/intervention toward mastery of grade level standards by all students. d. Intervention materials for intensive students will be used as appropriate in conjunction with core materials. e. Teachers will use effective research-based strategies with special populations (EL, Special Education, at-risk, etc.) to accelerate student learning to close the achievement gap.	a. Curriculum Coordinators; Committee Members b. Curriculum Coordinators c. Principals; Teachers d. IMAC, Principals; Teachers e. Curriculum Coordinators, Special Education Coordinators, Principals, Teachers	District Personnel Costs: <ul style="list-style-type: none"> • Principals • Coordinators – Secondary Education and BTSA • Curriculum Coordinator • Teachers 	a. NC b. NC c. Site d. \$600,000 e. NC	General Fund Categorical Funds IMFRP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> a. Summer school, before/after-school, Saturday school, ad/or intersession programs in mathematics are provided at K-12 levels for at risk students. b. Community agencies provide after-school tutoring to community students. c. Students at program improvement schools will participate in supplemental educational services - math tutoring. d. High schools offer credit recovery/CAHSEE preparation programs after school. 	<ul style="list-style-type: none"> a. Curriculum Coordinators; Teachers b. Community personnel c. Director of Special Programs; Teachers d. Director of Secondary Education 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Curriculum Coordinators • Director of Secondary Education • Director of Special Programs • Teachers • Principals 	<ul style="list-style-type: none"> a. \$50,000, reimbursed b. NC c. NC d. Reimbursed 	<p>Hourly Programs, Intervention Funding from Categorical Programs Title I and Title VII Funding</p> <p>CAHSEE Intervention funds</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> a. Students who have not passed the math section of the CAHSEE will have school access to Plato Link as an intervention. b. Expand the use of technology, e.g. Blackboard, AERIES™, parent/student portals, ConnectEd to provide parent/community/student communication. c. A committee of Title I principals or their representatives will continue to explore math software. d. Teachers will be trained in the use of technology to support instruction, e.g. graphing technology, Geometer Sketch Pad, tablets, Smart Board, Active Boards, student response devices, ELMO, etc. e. Curriculum Coordinators maintain Blackboard sites to disseminate information and offer professional learning communities for grade levels and subject areas. f. Technology will be used by students to reinforce basic skills through computer assisted instruction, tutoring systems, and drill and practice software. 	<ul style="list-style-type: none"> a. - d. Administrative Director of Information Services and Educational Technology; Principals; Technology Trainers; Library Media Personnel; Teachers, Curriculum Coordinators e. Curriculum Coordinators f. Teachers 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Administrative Director of Information Services and Educational Technology • Principals • Technology Trainers • Teachers • Library Media Personnel • Curriculum Coordinators 	<ul style="list-style-type: none"> a. \$35,000 b. \$2000 / school for program/staff development c. NC d. Training costs at current substitute rate e. NC f. NC 	<p>Title III Funds SIP Funds Title I Funds EIA/LEP Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> All math teachers will be trained in the use of new materials in the cyclical mathematics adoption. Teachers collaborate to update pacing guides, curriculum outlines, and benchmark assessments as needed. All new math teachers will be trained in the use of the current mathematics adoption. Department Chairs meet regularly to receive mathematics training that will be disseminated to their site. Teachers will be trained in the use of effective research-based strategies with special populations (EL, Special Education, at-risk, etc.) to accelerate student learning to close the achievement gap. Teachers will be trained in the processes of collaborative data analysis and development of subsequent instructional adjustments and interventions. 	<p>Curriculum Coordinators, Teachers</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> Curriculum Coordinators Classroom Teachers 	<ol style="list-style-type: none"> \$10,000 \$5000 \$3000 \$17,000 Included above NC 	<p>General Fund Categorical Funds TASEL-M Grant</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> Each school will maintain a Site Council with staff, parent, and community representatives. Each council receives reports on overall student assessment results in mathematics, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school mathematics programs. Each parent is sent his/her student’s individual assessment 	<ol style="list-style-type: none"> Principal; School Site Council Coordinator of Research and Assessment Principal; School Staff; Parents 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> Director of Assessment and Evaluation Directors/Coordinators who coordinate PACs Principals 	<ol style="list-style-type: none"> NC Duplicating and postage costs Translation costs when needed 	<p>SLIP Funds General Funds Categorical Funds AB1802 Funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>results, with an explanation of how to interpret them.</p> <p>c. Each K-8 parent will be invited to a parent conference during which teachers discuss student progress toward mastery of mathematics standards.</p> <p>d. Student-Led Parent Conferences are held at several school sites</p> <p>e. Schools will provide School Accountability Report Card to parents.</p> <p>f. The District’s School Accountability Report Card is available to parents on the District’s website.</p> <p>g. Each school develops and implements a school plan for improving student achievement with the collaboration of parents and community members.</p> <p>h. Newsletters and principal’s communications are provided to parents at all schools.</p> <p>i. Parents are included in the District English Learner Advisory Committee and the District Instructional Materials Advisory Committee.</p> <p>j. Student Study Teams meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan.</p> <p>k. The K-6 schools have Intervention and Promotion-Retention Review Teams that meet to discuss the academic progress of students referred for possible support services.</p> <p>l. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan.</p> <p>m. A district Math Pentathlon competition is provided for 4th, 5th, and 6th grade students.</p>	<p>d. Principal; Classroom Teachers</p> <p>e. Principals</p> <p>f. Coordinator of Assessment and Evaluation</p> <p>g. Principal; School Leadership Team; School Site Council</p> <p>h. Principals</p> <p>i. ELD Coordinator, Secondary Curriculum Coordinator</p> <p>j. Elementary Principals, Teachers</p> <p>k. Elementary Principals, Teachers</p> <p>l. Secondary Counselors</p> <p>m. Elementary Curriculum Coordinator</p>	<ul style="list-style-type: none"> • School Staff Members • Secondary Counselors 	<p>d. NC</p> <p>e. NC</p> <p>f. NC</p> <p>g. NC</p> <p>h. Printing costs</p> <p>i. NC</p> <p>j. NC</p> <p>k. NC</p> <p>l. NC</p> <p>m. \$5000</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> a. Middle schools and high schools offer transition activities for incoming students. b. The AVID program is active at all middle and high schools. c. Family Math Nights are provided at many schools. d. Parent volunteers in elementary classrooms assist teachers with students practicing mathematics skills. e. Incoming kindergarten students are assessed for school readiness; parents are advised of results to improve readiness. 	<ul style="list-style-type: none"> a. Middle/High Principals b. Secondary Principals c. Principals; School Staffs d. Parents e. Principals; School Staff 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Director of Elementary Education • Principals • School Staff Members 	<ul style="list-style-type: none"> a. Extra earnings at current hourly rate b. NC c. NC d. NC e. NC 	<p>General funds SLIP funds Title I funds Categorical Funds</p>
<p>8. Monitoring program effectiveness</p> <ul style="list-style-type: none"> a. The District Board and administration fully support the Public School Accountability Act. b. Test data and API results will be used to monitor programs and drive changes in instructional practice as needed. c. Each site will have a Single Plan for Student Achievement, and the principal and School Site Council will have the responsibility for monitoring progress and making needed revisions. d. Classroom teachers will regularly assess students' mastery of standards by examining student work and related data (teacher made assessments, Paced Standards Assessments, CST); re-teaching occurs as needed. e. High schools participate in the WASC accreditation process. 	<ul style="list-style-type: none"> a. Board of Education Superintendent b. Administrators; Teachers; Coordinator of Research and Assessment c. Principals; School Leadership Teams; School Site Councils d. Teachers e. HS Administrators; HS Staff 	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Superintendent • Coordinator of Research and Assessment • Classroom Teachers 	<ul style="list-style-type: none"> a. NC b. Testing Cost c. NC d. NC e. \$2000 	<p>General Funds SLIP Funds Categorical Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline – 08-11	Related Expenditures	District Yearly Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Schools provide assistance to students performing at the basic, below basic, and far below basic levels through a variety of interventions (summer school, intersession, Saturday school, counseling and before/after school tutoring).</p> <p>b. Schools have courses in the master schedule targeting students with academic needs and counsel students in appropriate course selection.</p> <p>c. Each student in grades 10-11 who fails the Math section of the CAHSEE meets with a counselor and is provided with a variety of interventions.</p>	<p>a. Principals; Teachers; Instructional Assistants</p> <p>b. Secondary Principals</p> <p>c. HS Counselors</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Principals • Teachers • Instructional Assistants • Counselors 	<p>a. Reimbursed</p> <p>b. NC</p> <p>c. NC</p>	<p>General Fund; Hourly Programs Categorical Funds AB1802 Funding</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a. Translation services are provided as needed.</p> <p>b. Many elementary schools participate in Nutrition Network in which students learn how good nutrition habits influence learning.</p> <p>c. The District provides services beyond the senior year to non-graduating students who did not pass the CAHSEE.</p>	<p>a. Teachers and Instructional Assistants</p> <p>b. Teachers and Instructional Assistants</p> <p>c. HS Staff</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Teachers • IA 	<p>a. Current Hourly Rate</p> <p>b. NC</p> <p>c. \$15,000</p>	<p>General Fund Categorical Funds Hourly Programs CAHSEE Funding</p>

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.*

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	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <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)); 	<ol style="list-style-type: none"> a. Orange Unified provides programs to help students learn English and to master the state academic standards through English Language Development and Specially Designed Academic Instruction. The Structured English Immersion programs provide instruction in English, and include a sequential ELD program and sheltered English content. The English Language Mainstream programs provide instruction in English targeted to grade level standards. Students are provided appropriate additional services to ensure access to the core curriculum. b. Title III funds will be used to purchase supplemental instructional materials and equipment for English Language Development and designed to help ELs access the core curriculum. Funds will also be used to provide training for teachers in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet the state standards in reading. Funds are also used to provide personnel for direct services to students. c. All students, including all ELL students, will participate in the statewide assessment program including the CA Standards Tests (CST) in reading and math to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to significant subgroups of LEP students to determine whether ELL students have made adequate yearly progress. Results will be reported to School Site Councils, ELAC, DELAC and the Board, to parents and the community in the school and district accountability report cards, and posted on the Internet. The CELDT test will be used for initial assessment and administered annually to measure English learners' progress towards English proficiency.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities	d. Describe how the LEA will promote parental and community participation in LEP programs.	<p>d. The district will invite parents of LEP students to serve on advisory committees and to attend monthly District English Learner Advisory Committee (DELAC) meetings to discuss and evaluate program services. Community Based English Tutoring are provided to increase parents' proficiency in the English language, and to increase their ability to provide academic support to their children in the home. CBET classes also provide information to increase parents' knowledge of the public school system. Local community colleges offer school site computer classes to parents.</p> <p>Community Assistants provide translation and interpretation services to parents and community. Community Assistants also receive training in their role as translators during IEP's. Translation equipment such as 'TALK system', Teleparent, NTI-Connect Ed, is also provided.</p> <p>Bilingual stipends are also available for services offered by qualified bilingual assistants.</p>

Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The OUSD district has adopted Reading/Language Arts/English Language Development programs at grades K-5 (<i>Houghton Mifflin</i>) and 6-12 (<i>Prentice Hall</i>) to provide high quality language arts instruction based on scientifically based research and aligned with student academic content standards. Universal access time and strategies are used to deepen the access to core content for English learners.</p> <p><i>Hampton Brown’s Avenues (K-5), Townsend Press Vocabulary Basics and Portico Books Hands on English (Grade 6), Hampton Brown’s High Point (6-8), and High Point-Basics, A-C (9-12) and EDGE, A-C (9-12)</i> have been adopted as an English Language Development programs to meet the needs of EL students in grades K-12.</p> <p>Teachers in core content areas have been trained to use Specially Designed Academic Instruction in English (SDAIE) strategies to support English learners’ academic achievement. Specifically, teachers have been trained in SDAIE methodology using the Guided Language Acquisition Design (GLAD) model.</p> <p>Local formative assessments, by teachers during each grading period, and the annual CELDT are used to measure the increase in students’ English proficiency. The district has developed benchmarks, based on the Linqanti Model over time, for expected student performance on standardized tests and CELDT as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.</p> <p>During the school year local formative assessments are utilized to measure growth towards achievement of state content standards (<i>Paced Standards Assessments 1-11</i>) and towards acquisition of ELD standards (<i>Avenues, K-5; Vocabulary Basics, 6; Hands On English, 6; High Point, 4-12; and EDGE, 9-12</i>).</p> <p>The annual California Standards Tests (CST) in reading and math are used to measure the increase in students’ academic achievement. Utilizing LARS software, data are disaggregated to compare growth of English learners to the AMAO target goals, and to the performance of all students. It is also analyzed to evaluate program effectiveness</p>
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		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>District teachers are required to hold an authorization to teach English learners.</p> <p>All teachers of English learners will participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English learners. Current professional development includes Curriculum Mapping, Standards Based Instruction, Marzano’s 9 Effective Strategies, Differentiated Instruction, Thinking Maps, Professional Learning Communities, Step Up to Writing, and GLAD. Teachers receive on-going training in the district adopted ELD materials. Teachers new to the district participate in Beginning Teacher Support and Assessment (BTSA), Induction and Special Educators and Regular Educators Collaboration (SEAREC) programs.</p> <p>Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers’ implementation of ELD and SDAIE strategies and GLAD strategies. Principals will meet periodically to share successful strategies and in order to adjust school programs to improve practices and student performance.</p> <p>Principals observe ELD/SDAIE and Universal Access lessons as part of the teacher evaluation process.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	Yes or No	<p>If yes, describe:</p> <p>The training for principals and teachers described in #3 above is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</p> <p>We reviewed and refined English Language Development course outlines to align to the California State English Language Development Standards for grades 7-12.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	If yes, describe: OUSD provides intervention programs usually after school, during summer school, or during intersession. Additional teacher support (part-time certificated employees) provides intensified instruction to targeted English learners during the school day. <i>Language!, High Point, Read 180, Accelerated Reader, and EDGE</i> intervention programs are used during the school day.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe: English learners receive coordinated instructional services, supplemental materials and technology through the SLIP, Title I, Title III, ELAP, EIA/LEP programs available at their sites, during and after the regular school day. Other supplemental programs in which English learners participate include: reading incentive programs; computer-based math, reading reinforcement and language development programs.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe: All programs and services for English learners are focused on improving their English proficiency and academic achievement, as described in the first two sections above

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	<p>If yes, describe:</p> <p>The district provides many opportunities for parents to become active participants in their child’s education. The district has CBET classes (with available Child Care) so that parents can increase their English language skills while learning techniques to support their child’s language and literacy development. Some sites offer student tutoring scheduled at the same time as CBET classes for parents. English learner parents and their children are also invited to Family Literacy and Family Math Nights that are provided by the local school site. Santiago Canyon College offers computer classes for parents at selected CBET sites.</p> <p>All parents are invited to informational meetings to discuss ways to help their children improve academic achievement. They include: DELAC, school site ELAC, The Parent Institute, PTA programs and conferences.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	<p>If yes, describe:</p> <p>EL students have access to several computer assisted learning programs in the OUSD: Accelerated Reader, Reading Counts; Read 180, Rosetta Stone, Internet Access, Brain X, ELLIS; Plato; Secoyah, Blackboard, Micro-Office Suite; and Video Streaming. Technology equipment such as ELMO’s, Smartboards, etcetera, support and enhance visual learning.</p>
	<p>10. Other activities consistent with Title III.</p>	Yes or No	<p>If yes, describe:</p> <p>Instructional assistants are included in ELD/SDAIE training offered to teachers. District ELD Coordinator meets monthly with site EL Advisors to coordinate ELD instruction, assessment, and legal compliance regarding English learners</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 	<ol style="list-style-type: none"> a-b The California English Language Development Test (CELDT) is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placement in writing in a language they can understand. English learners who score at the beginning to intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. In elementary, students are assigned to ELD groups based on their English proficiency level as determined by CELDT. In middle and high school students are assigned to appropriate ELD and SDAIE courses. English learners with reasonable fluency, scoring at the intermediate to advanced levels are placed in an English Language Mainstream (ELM) class. All English learners receive appropriate instruction to prepare them for reclassification. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement. Descriptions of programs are provided. c. The written notification of results and recommended placement include a description of both the SEI and ELM programs, including the content and instructional goals. Up to 20% of instruction in the native language may be used for preview-review and clarification of content, while the majority of instruction is delivered in English. d. CELDT results reported to parents include levels for reading, writing, listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student’s counselor and teachers for use in instructional planning. e. The descriptions of the SEI and ELM programs explain how these 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 California content standards.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<ul style="list-style-type: none"> f. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts. g. 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 linguistically appropriate language goals and core content objectives. Parents are consulted in the development of IEP objectives. h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from district and site staff regarding program selection.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Within the first 30 days of the school year, parents of all students who continue in SEI and ELM programs will be provided with a notification of their child’s participation in an English learner program.</p> <p>Parents of EL students new to the program are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>
<p>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.</p>		<p>If the district or school site does not make adequate yearly progress on the annual measurable objectives, the district will notify English learner parents of their program improvement status within 30 days of the notification to the district.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

Performance Goal 3: *By 2008-09, 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
<ol style="list-style-type: none"> 1. As of May 2008, the district continues to work towards all teachers meeting the definition of highly qualified or are enrolled within the “Learn to Teach” continuum that leads to attaining certification to be highly qualified. 2. Under twenty teachers are currently enrolled in English Language Learner authorization to increase their ability to teach English Learners a standards-based curriculum in English. 3. 100 % of elementary teachers have advanced certification in reading/language arts. 100% of middle and high school teachers have valid authorization certification in the subject/s they teach. 4. The District offers the full spectrum within the “Learn to Teach” continuum including: para professional, pre-intern, intern, induction/BTSA and Master’s cohorts in collaboration with OCDE and local Institutions of Higher Education (IHE). In addition we offer CSET test prep. 5. Orange Unified has sponsored up to 10 National Board certification candidates annually. 6. The Orange Unified School District provides multiple opportunities to receive professional development that supports their instructional leadership skills such as: Focus on Results for elementary, AB430 for leadership, Curriculum Mapping for the secondary, BTSA /Induction, instructional coaches support professional development at some of our schools. 7. PAR program provides correct career placement through focused professional development. 8. 100% of districts credential recommendations and renewals have moved to the state’s on line process. 	<ol style="list-style-type: none"> 1. Continue supporting teachers as they move towards becoming highly qualified teachers 2. Increase the connection between student achievement data and professional development so that all students achieve at a proficient level. 3. Recruit teachers with qualifications to teach English Learners, special education, math and science. 4. Align authorizations in secondary with the sections they teach. 5. Expand the professional development opportunities for para professionals, teachers and administrative staff to serve special needs populations with research-based strategies. 6. Continue to provide teachers with systematic support and ongoing training that will ensure equitable use of technology at all schools. 7. Provide Middle and High School Special Education teachers with support in obtaining HQT status through the VPPV program. 8. Expand support for providing school sites with timely student data to support the instructional program. 9. Provide professional infrastructure for support to the new principals and district personnel.

Performance Goal 3: *By 2008-09, 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)

Please provide a description of:	Persons Involved/ Timeline – 08-09	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 and instructional practices tied to the standards:</p> <ul style="list-style-type: none"> a. Annually, the District and the schools will evaluate student achievement data and teacher identified needs to create a comprehensive professional development program and school plan. b. The school and district will align resources and professional development to ensure the implementation of instructional practices that will move all students to proficiency in all standards. c. Professional development will be grounded in scientifically based research and differentiated to meet the needs of teachers. d. Attendance at professional events will result in school and classroom implementation and evaluation of its impact on student achievement. 	<p>DILT which includes Assistant Superintendent, Program Administrators, Teachers on Special Assignment and Parents</p>	<p>District Personnel Cost:</p> <ul style="list-style-type: none"> • OUSD Administrators • TOSA 	<p>NC</p>	<p>General Budget</p>

Please provide a description of:	Persons Involved/ Timeline – 08-09	Related Expenditures	Estimated Cost	Funding Source
<p>2. 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>a. The District will develop a pyramid of intervention strategies for closing the achievement gap. Schools and all teachers are expected to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs will help new teachers use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction. This process guides the teaching and learning cycle.</p>	<p>Director of Elementary and Secondary Education BTSA/Induction Support Providers TOSAs who do training Teachers</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Director of Elementary and Secondary Education • TOSAs • Teachers 	<p>\$50,000</p>	<p>General Fund State Categorical Programs – SIP, BTSA/Induction, EIA/LEP Federal Categorical Programs – Title I, Title II, Title III</p>
<p>3. 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>a. The District’s Special Programs Coordinator will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Annual staff development needs assessment will be disseminated to each school site to assist in the development of their school plan.</p> <p>b. All training will focus on District identified students academic needs and California Standards for the Teaching Profession. It will improve the knowledge of teachers and principals concerning academic subjects and effective instructional strategies that are based on formal and informal assessment data.</p> <p>a) The staff development program will provide training on how to address the needs of students with different learning styles needs including students with disabilities/special needs, students who are gifted and talented and English Language Learners.</p>	<p>ILT Director of Elementary and Secondary Education BTSA/Induction Support Providers TOSAs who do training</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • District Administrators • Director of Elementary and Secondary Education TOSAs • Teachers 	<p>\$500,000</p>	<p>General Fund State Categorical Programs – SIP, BTSA/Induction, EIA/LEP Federal Categorical Programs – Title I, Title II, Title III</p>

Please provide a description of:	Persons Involved/ Timeline – 08-09	Related Expenditures	Estimated Cost	Funding Source
<p>b) The staff development program will provide training on methods of creating and maintaining effective environments for all students including but not limited to positive behavior supports and interventions, organization and management.</p> <p>c) The staff development program will provide training and resources to enable teachers and principals to involve all parents in their child’s education, especially parents of English Learners and immigrant children.</p>				
<p>4. The professional development activities that will be made available to address the needs of those new to the profession both teachers and principals:</p> <p>a. District leadership will create a system of induction and support for new administrators.</p> <p>b. The BTSA induction program will provide structured mentoring and support for new teachers to the profession.</p>	<p>ILT Director of Elementary and Secondary Education BTSA/Induction Support Providers TOSAs who do training Teachers</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • District Administrators • Curriculum Coordinator • TOSAs • Teachers 	<p>\$50,000</p>	<p>General Fund State Categorical Programs – SIP, BTSA/Induction, EIA/LEP Federal Categorical Programs – Title I, Title II, Title III</p>

Please provide a description of:	Persons Involved/ Timeline-03-04	Related Expenditures	Estimated Cost	Funding Source
<p>5. 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 District Leadership will ensure that technology-related professional development links to other district and school professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p> <p>We will continue to offer trainings in technology that promote integration and use of the state of the art technological innovations to promote communication and student achievement.</p>	<p>DILT Director of Elementary and Secondary Education BTSA/Induction Support Providers TOSAs who do training</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • District Administrators • Curriculum Coordinator • TOSAs 	<p>\$100,000</p>	<p>General Fund State Categorical Programs – SIP, BTSA/Induction, EIA/LEP Federal Categorical Programs – Title I, Title II, Title III</p>
<p>6. 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>Information Services Department will continue to provide opportunities for on line/ virtual trainings for students and teachers and classified staff. Title II, Part D will provide funding to continue classroom modernization to meet future technological needs.</p>	<p>Tech Trainers</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Administrative Director of IS and Educational Technology <p>Tech Trainers</p>	<p>\$250,000</p>	<p>General Fund Title III Funds</p>

Please provide a description of:	Persons Involved/ Timeline – 03-04	Related Expenditures	Estimated Cost	Funding Source
<p>7. 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 Orange Unified School District LEA plan committee is comprised of representatives from each department that coordinates professional development activities for the district, teachers, paraprofessionals and parents. School’s staff and School Site Council give input through surveys regarding staff development. Representatives are selected from the range of school levels and neighborhoods/communities served by the district.</p>	<p>DILT Teachers Paraprofessionals Parents</p>	<p>District Personnel Costs</p> <ul style="list-style-type: none"> • Administrators • Teachers • Paraprofessionals 	<p>NC</p>	<p>General Fund</p>
<p>8. How the LEA will provide training to enable teachers to address the needs of special populations, English language learners, and ensure equitable access to the core curriculum by our diverse populations:</p> <ul style="list-style-type: none"> ▪ Special Populations: Teachers will develop knowledge, skills and strategies for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented ▪ English Language Learners: Teachers will develop knowledge, skills and abilities to deliver comprehensive, specialized instruction for English learners. Each participating teacher will demonstrate the ability to implement the adopted instructional program for the development of academic language, comprehension and knowledge in the core curriculum that promotes students’ access and achievement relative to state-adopted academic content standards and performance levels for students ▪ Equity, Diversity and Access to the Core Curriculum: Teachers will develop knowledge, skills, and abilities to create environments that support learning for diverse students, provide equitable access to the core curriculum, 	<p>BTSA/Induction Director and Support Providers Site Principals Teachers ELD TOSA</p>	<p>District Personnel Costs:</p> <ul style="list-style-type: none"> • Administrators • Teachers • ELD TOSA 	<p>Dependent on Number of BTSA Teachers</p>	<p>General Funds BTSA/Induction Funds</p>

Please provide a description of:	Persons Involved/ Timeline – 03-04	Related Expenditures	Estimated Cost	Funding Source
<p>and enable all students to meet the state-adopted academic content standards and performance levels for students.</p> <ul style="list-style-type: none"> • The District Human Resources Department will create a process for the assignment of all interns student teachers, observers, and others within the learn to teach continuum. Training will be provided to all mentors serving this population to ensure a consistent experience and expectations. • All pre interns and interns are required to participate in an initial teacher training which provides, at a minimum, strategies and skills to improve student behavior in the classroom, early identification of behavioral difficulties and provision of positive behavioral supports and intervention to help all students learn. • All teachers participate in trainings and/or personalized coaching that guides their improvement in creating and maintaining effective environments for student learning: setting standards for student behavior; establishing classroom routines; and creating a fair and respectful climate for student learning. • All teachers are required to demonstrate the importance of and ability to involve parents in their child’s education. • All teachers are required to demonstrate an understanding of the use of data and assessments to improve classroom practice and student learning. This process involves the use of formative assessment and a focus on data through technology. 	<p>BTSA/Induction/PAR Advisory Board</p>			

Please provide a description of:	Persons Involved/ Timeline – 03/04	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. The Orange Unified School District is in partnership with the Orange County consortium and ten local schools of Education to provide course work for multiple and single subject credentials in English/language arts, mathematics, science and English language development. IHE's have been selected because of their expertise in standards-based practice with the student populations in our schools. The district will maintain partnerships with the County consortium to provide site based course work and tutoring locally in subject matter competency in English/language arts, mathematics, science, (especially chemistry and physics) and English language development.</p> <p>b. The OUSD has intentionally built capacity within OUSD for teachers to provide local test prep support to teachers within the Learn to Teach Continuum.</p>	<p>Human Resources Department BTSA/Induction Coordinator</p>	<p>District Personnel Costs: Human Resources Personnel</p>	<p>\$5,000</p>	<p>BTSA/Induction Funding</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
<ol style="list-style-type: none"> 1. The Orange Unified School District and individual school sites have a strategic plan outlining their vision for a positive school-learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments. 2. Our district adopted a science based program for targeted grade levels that meets our students’ needs. In addition, prevention objectives are integrated into the Science and Health Course of Study. 3. Activities that foster a positive school climate, such as Red Ribbon Week, PAL, PBIS, Best Buddies, Project Alert, and Character Education will continue to be implemented within the district to support a Safe, Drug-free Bully-Free environment. OUSD Personnel have been trained in the implementation of the Search Institute’s 40 Developmental Assets program. 4. The district has a strongly enforced and well-publicized progressive discipline policy. 5. There is a clear set of emergency procedures and opportunities for practice drills. 6. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 7. Parents are provided with information through the <i>Parent-Student Handbook</i>. 8. There is a close working relationship with effective communication between the OUSD and the agencies that serve the communities within the school district boundaries. 9. To identify attendance concerns a system is in place to identify truancy, and to provide early intervention by site staff and administrative support for ongoing services to students and their families. 10. The physical environment is well maintained. Many classrooms have been modernized to facilitate both safety and learning. 	<ol style="list-style-type: none"> 1. The data from the California Healthy Kid Survey (CHKS) data continues to be analyzed by district staff, school staff and the Safe and Drug-free Advisorycommittee. 2. Schools will continue to reduce the incidents of bullying by further identification and implementation of strategies. 3. Update visual displays that support appropriate student behavior. 4. Findings from the CHKS staff climate survey will be incorporated into the Safe School Plan. 5. Review the 40 Developmental Assets with school site staff to increase awareness of resiliency factors. 6. Promote the continued development of the PAL Program in OUSD schools.

<ol style="list-style-type: none"> 11. The OUSD has a Facilities Committee and a district coordinator that addresses needs throughout the district for maintaining State compliance. 12. In house detention, in house suspension and Saturday School Programs are in place to address discipline issues. 13. For internet safety, OUSD has a strong filter in place and a system that allows the District to monitor the activities of all computers. 14. The BTSA program provides the classroom teacher with the tools to develop an environment conducive to learning for all students. Including SEAREC (Special Education and Regular Education Collaboration) training. 15. A staff climate site survey was administered as a part of the CHKS. 	
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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
<p>Orange Unified School District has an established comprehensive program to address attendance and behavioral/disciplinary concerns. Attendance, behavioral reinforcement, and school-wide positive behavior programs are implemented at individual school sites. Student attendance is closely monitored at the individual school sites with information provided to parents in a timely manner regarding absences and tardiness. Schools utilize their staff to make this initial contact with families regarding a child who is truant or is manifesting behavioral/disciplinary problems. Attendance and behavioral concerns are then addressed at the school site through parent conferences and/or Student Success Team meetings. Individual positive behavioral support programs are developed and implemented to address these concerns. Students who continue to manifest attendance/behavioral problems, despite these interventions, are referred to the School Attendance Review Board, which meets regularly to review student attendance and/or ongoing behavioral concerns. Community resources and/or district resources are then utilized to provide positive support for both attendance and discipline issues.</p> <p>Appropriate student behavior is a high priority in the Orange Unified School District as evidenced by the provision of environments that positively reinforce appropriate behavior. Student standards are communicated annually through both the OUSD Parent Student Handbook and individual school site handbooks. Visuals are displayed in classrooms that remind students of standards and consequences for inappropriate behavior. A broad range of programs and clubs to engage students are implemented throughout OUSD such as homework centers, tutoring, ROP courses, athletics, drama, music, and journalism. Programs are established on individual school sites to positively reinforce adherence to these standards.</p> <p>Inappropriate student behavior is initially addressed at the site through student and/or parent conferences. As necessary, a referral is made to the Student Success Team. Within the context of this meeting individual positive behavioral support actions are developed. Referrals to district programs and outside agencies are also generated as needed in order to provide a positive learning experience for the student. In addition, the district utilizes the</p>

“Placement Committee” to address serious violations of behavioral standards that are grounds for suspension or expulsion.

The Orange Unified School District recruits parents from all ethnic and socioeconomic groups to be involved in the planning and evaluation of programs. Parents serve on advisory boards and committees, such as; Safe and Drug-free Advisory Committee, DELAC, English Language Advisory and School Site Council. In addition, the PTA/PTSO/PTSA is an active participant in prevention programs for students within the district. They operate both the Pennies for Prevention program, which provides supplemental funds for prevention activities, and Red Ribbon Week activities throughout the school district.

Regular communication is an important facet to ensure parent involvement in these ongoing activities. A variety of communication avenues including, but not limited to; opening day packets, OUSD Insight, school and PTA bulletins, school and district websites, Blackboard sites, the Community Access Channel continue to provide information on ongoing programs, and activities. In addition, parent mailings are utilized to address issues relative to Parent Choice Options and Safe School Status as mandated to meet the required timelines addressed in NCLB.

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

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Ongoing data collection through the CHKS and school surveys. Additional information is gathered on crime incidents, expulsion, suspensions and discipline issues. 2. Each school reviews, approves, implements and evaluates a Safe School Plan. 3. Emergency and security system upgrades throughout the district. 4. Community organizations and resources provide services to at-risk students and their families regarding tobacco, drug, alcohol abuse, and other risk behaviors. 	<ol style="list-style-type: none"> 1. Continue to analyze CHKS and other relevant data for the development of Safe School Plans. 2. Staff development/training will be provided as needed. 3. Resources within the community will be shared with staff and community. Partnerships, if appropriate, will be established between schools and our community.

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: 4/2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 5 % 7 th 5 %	5 th -2 % 7 th -5 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3 % 9 th 8 % 11 th 17 %	7 th -1 % 9 th -2 % 11 th -5 %
The percentage of students that have used marijuana will decrease biennially by:	5 th 1 % 7 th 6 %	5 th -1 % 7 th -2 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 13 % 9 th 28 % 11 th 42 %	7 th -5 % 9 th -7 % 11 th -12 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 3 % 9 th 11 % 11 th 16 %	7 th -2 % 9 th -4 % 11 th -5 %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th 50 % 7th 17 % 9th 17 % 11th 18 %</p>	<p>5th +10 % 7th +5 % 9th +4 % 11th +6 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 28 % 9th 23 % 11th 13 %</p>	<p>7th -5 % 9th -4 % 11th -2 %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by .25% from the current LEA rate shown here.</p> <p>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.</p>	<p>9.7 %</p>	<p>.25 %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 4 / 2006 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th 55 % 7th 30 % 9th 28 % 11th 34 %</p>	<p>5th +10 % 7th +2 % 9th +2 % 11th +2 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th 59 % 7th 47 % 9th 39 % 11th 40 %</p>	<p>5th +10 % 7th +2 % 9th +2 % 11th +2 %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 16 % 7 th 14 % 9 th 16 % 11 th 17 %	5 th +5 % 7 th +2 % 9 th +2 % 11 th +2 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 52% 7 th 32 % 9 th N/A 11 th N/A	5 th +10 % 7 th +2 % 9 th % 11 th %

Other Performance Measures

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

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATODV	7 and 8	4600	10/04	11/04	1/05
Too Good For Drugs	ATODV	3-6 and 9	10,900	5/08	7/08	7/08

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	1-12
✓	Conflict Mediation/Resolution	V	1-6
✓	Early Intervention and Counseling	ATODV	K-12
✓	Environmental Strategies	ATODV	K-12
✓	Family and Community Collaboration	ATODV	K-12
✓	Media Literacy and Advocacy	ATODV	3-12
✓	Mentoring	ATODV	1-12
✓	Peer-Helping and Peer Leaders	V	K-12
✓	Positive Alternatives	ATODV	K-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	ATODV	K-12
✓	Student Assistance Programs	ATODV	K-12
✓	Tobacco-Use Cessation	T	K-12
	Youth Development/Caring Schools Caring Classrooms		
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

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

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

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

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

The committee will provide analysis of 2008 CHKS data when available.

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

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

The Orange Unified School District has conducted the CHKS beginning in the 2001/2002 school year and continues to use it every other year as required. The data from the CHKS survey will be analyzed by district and site advisory committees to determine trends and specific strengths and needs. These trends will then be incorporated into the OUSD plans.

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

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

The Special Programs office shall develop a process and timeline to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs during the 2008-2009 school year.

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

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

The Orange Unified School District defines the highest need students as students who are performing below academic standards, have poor attendance, and have a history of discipline referrals.

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

- a. Early academic intervention through tutoring and credit recovering
- b. Early intervention services from community counseling resources
- c. After-school activities that focus on opportunities to participate in non-academic, creative, and athletic activities.
- d. Programs for students cited for ATODV use on campus, bullying and other discipline problems

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

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

The Orange Unified School District’s Safe and Drug-free Advisory Committee is comprised of members from other funded programs, such as school-linked services, law enforcement (such as school resource officers and juvenile probation staff), and Orange County Department of Education.

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

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

Parents are involved in the Orange Unified School District at many levels, including planning and designing programs, implementing strategies through volunteering in the classroom and after school, and volunteering on committees such as the Safe and Drug-free Advisory Committee and School Site Councils. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The PTA is an active supporter of prevention programs for our students. They support Pennies for Prevention program in the fall that provides supplemental funds for prevention activities at the schools. They are in charge of Red Ribbon Week activities throughout the school district.

Regular communication throughout the year, in the OUSD’s newspaper, in school and PTA bulletins, and in the opening school packet will continue to inform parents of a variety of issues. Other notification procedures on such issues as “Parent Choice Options” and Safe School Status are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in identified schools yearly to notify them of their options.

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

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

Pregnant minors have the option to transfer to the Orange County Department of Education Teen Mom Program receive additional tobacco prevention education as a part of the prenatal class curriculum. This is a small group setting giving the teacher a high level of contact with each student. Any indication of current tobacco use is met with one on one counseling between teacher and student, and referral to an appropriate Community Based Organization (CBO) providing cessation services.

The program for students attending this site includes, but is not limited to, the following material containing TUPE information: Morning Glory Press – specific to pregnant teens; “Teen Health Book II”; and “Decisions For Health I and II”.

Representatives from the Orange County Health Care Agency Adolescent Family Life Program (AFLP) regularly visit the program site to offer services to the students. This is a voluntary case management program for pregnant and parenting teens offering guidance and resources that promote healthy pregnancies, healthy babies, education and other appropriate goals.

Pregnant minors who choose to remain at their regular school site have available to them referral to CBO cessation services and AFLP by either the school nurse or their counselor.

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

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b][3])

Position/Title	Full time equivalent
District Prevention Coordinator – Diane Osborn & Pam McFadden	.30 FTE (ea)

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<ul style="list-style-type: none"> a. All students develop a four-year academic plan upon enrollment. b. Each of the high schools meet with the parents of incoming ninth grade students to inform them of the requirements. c. Students are encouraged to participate in an extra-curricular activity beginning in 9th grade to become connected with the school community. d. High school course catalog and graduation requirements are available to parents online via the District Website. e. Students who have been identified as “at risk” are carefully monitored by their counselor. f. Schools are provided an additional counselor through AB 1802 counseling funds. g. Mid-quarter progress reports are sent out for students at risk of failing. h. Students are provided academic interventions (after school tutoring and credit recovery, summer school, 	<p>All students</p>	<p>On-going/counselors, students, parents, administration</p>	<p>School district will raise its’ graduation rate to 98% by 2013.</p>	<p>General Fund AB1802 Counseling Funding AB 347 (after high school CAHSEE remediation) CTE Funds Hourly Programs Adult Ed. Pupil Retention Block Grant</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>opportunity classes/program, concurrent enrollment in adult ed., and Petition Program.)</p> <ul style="list-style-type: none"> i. Interest, Ability and Aptitude surveys are administered in ninth grade. j. On-line career exploration is available. k. Students are encouraged to develop a post-secondary career focus. l. Yearly career fairs and college nights are provided. m. Students are given a real world experience through the Career Technical Education (including ROP and work experience.) n. Courses are available outside the traditional day – after school, nights, and Saturday. o. All technology programs are implemented with the goal of improving student achievement and increasing the number of students graduating. p. Credits earned, grades, progress reports, and their academic status are available to the parents and students. q. The staff is committed to the development of programs and intervention strategies that will maximize the students’ opportunity to pass the exit exam. 				

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.2 (Dropouts)	<ul style="list-style-type: none"> a. Attendance is monitored closely and site level interventions are applied. b. The School Attendance Review Board meets to intervene with chronically absent students. c. Parents of chronically truant students are subject to prosecution. d. On-line classes are available for students who need a more flexible schedule. e. Alternative Education programs are available for students with attendance issues. f. District and local law enforcement agencies work collaboratively to address truancy issues including truancy sweeps. g. Eligible students are encouraged to enroll in adult education programs to complete their high school education requirements. 	<p style="text-align: center;">All students</p>	<p>On – Going/counselors, site administrators, CWA, parents, local law enforcement agencies.</p>	<p>The school district will decrease its dropout rate from 1.1 % (05-06) to .5% in 2013..</p>	<p>General Fund AB 1802 Adult Education</p>
5.3 (Advanced Placement)	<ul style="list-style-type: none"> a. High schools and middle schools have AVID programs to encourage students to take a rigorous curriculum for preparation for honors and AP classes in high school leading to higher educational opportunities. b. All high schools participate in college articulation programs. c. AP on-line resources are available to our students. d. Eligible students have access to the AP Fee Reduction Program to ensure participation in the AP exams. 	<ul style="list-style-type: none"> a. Students whose parents or relatives have not attended higher education b. All students c. All students d. Low income students e. All students f. All students 	<ul style="list-style-type: none"> a. AVID Coordinator - -Ongoing b. Counselors ongoing c. Counselors ongoing d. Site Administrator e. Counselor - ongoing 	<p>The number of students enrolled in AP classes will increase by 3% by 2013.</p>	<p>Title I General Funding State and federal funds Advanced Placement Reimbursement (State) /GATE funds</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<ul style="list-style-type: none"> e. AP/Honor courses are available at all comprehensive high schools. f. Teachers and counselors encourage students to take challenging coursework. 				

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The District uses the number of children eligible for Free/Reduced Price Lunch programs at each site to determine eligibility.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>The ranking of Title I schools is determined by dividing the number of students at each site receiving free/reduced lunch by that site's enrollment count. This gives the total percentage of free/reduced students at each site.</p> <p>School sites with 50% or above free/reduced percentage amounts are deemed eligible to receive Title I funding. These sites are ranked by grade span (K-6, 6-8, 9-12.)</p>

**Additional Mandatory Title I Descriptions
(continued)**

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. 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>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • 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 	<ul style="list-style-type: none"> • During the process of writing a Single Plan for Student Achievement, each school reviews their STAR and local assessment data and current educational program. The District provides data reports and technical assistance to the schools. Parents, students and staff offer input to the plan. • The district provides professional development on scientifically research based instructional strategies using Instructional Coaches, ELD TOSA support, Reading First, GLAD, Elementary Focus On Results training and other recognized trainings. • Schools provide before and after school tutoring and enrichment programs. The District provides summer school and intersession classes. Eight (8) of our Title I schools participate in the After School Safety and Education Grant. • Strategies which help address the needs of low achieving students include CBET, Pre-School programs at several schools, Avenues ELD instruction, before/after school instructional programs. Collaboration of teachers using Professional Learning Communities (PLC) model and examining student data has also proven effective in personalizing instruction for these students. • The district provides professional development opportunities

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>listed below to build capacity of Highly Qualified Teacher.</p> <ul style="list-style-type: none"> • The District Professional Development program, including BTSA support, ELD, GLAD training, Elementary division’s Focus on Results provide teachers with scientifically researched-based training. Many teachers participated in SB 472 training. Several principals have attended AB 430 training. • District personnel provide Title I principals information regarding parent involvement resources and ideas. The DELAC site representatives are involved with sharing information with ELACs. CBET classes offer participants training to work with their students, as well as encourage involvement at school. • The District School Readiness coordinator works with preschool children and parents. Some schools have a Kinder Camp for incoming kindergarteners. Most schools invite incoming kindergarteners to a pre-kinder screening to assess skills and provide information to parents regarding transitioning into kindergarten. • Quarterly Paced Standards Assessments are given to students. District personnel provide data to teachers for planning instruction to meet the needs of their students in mastering the state standards. E-Assessments are used with the Avenues ELD instruction.
<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. 	<ul style="list-style-type: none"> • The district provides professional development on scientifically research based instructional strategies using Instructional Coaches, ELD TOSA support, Reading First, GLAD, Elementary Focus On Results training and other recognized trainings. • Schools provide before and after school tutoring and enrichment programs. The District provides summer school and intersession classes. • In targeted assistance schools, underperforming students and students at risk of retention are targeted for academic

<ul style="list-style-type: none"> • 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>intervention programs in the areas of English language arts, English development, and mathematics. Performance measures on current and past CST, CELDT, PSA, District adopted assessments, as well as anecdotal evidence collected by teachers provide data that is used to determine program eligibility.</p> <ul style="list-style-type: none"> • The district provides professional development opportunities listed below to build capacity of Highly Qualified Teacher. • The District Professional Development program, including BTSA support, ELD, GLAD training, Elementary division’s Focus on Results provide teachers with scientifically researched-based training. Many teachers participated in SB 472 training. Several principals have attended AB 430 training. • District personnel provide Title I principals information regarding parent involvement resources and ideas. The DLAC site representatives are involved with sharing information with ELACs.
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Additional Mandatory Title I Descriptions

(continued)

<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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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>In targeted assistance schools, underperforming students and students at risk of retention are targeted for academic intervention programs in the areas of English language arts, English development, and mathematics. Performance measures on current and past CST, CELDT, PSA, District adopted assessments, as well as anecdotal evidence collected by teachers provide data that is used to determine program eligibility.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students will be able to attend either their home school or school of current residence. They will also be eligible for tutoring services and educational support materials (technology, software, instructional materials) so that they can fully participate in the instructional program. A Homeless Liaison will also provide referrals to city and county agencies to facilitate the students’ social and health needs.</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>	<p>The Orange Unified School district will provide tutoring services and educational support materials (technology, software, instructional materials) to students who are living in institutions for neglected children to increase learning time. Pupil services, including counseling referrals and mentoring opportunities, will be available to these students.</p>
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Additional Mandatory Title I Descriptions
(continued)

<p>Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The Orange Unified School District has a District Liaison Team (DSLIT) that provides support services to the Instructional Leadership Team of low achieving schools. The team consists of the Executive Director of Elementary or Secondary Education (depending on the level of the school), the Director of Special Programs, the Director of Research and Assessment, the Director of Educational Technology and the Curriculum Coordinators and ELD Coordinator. The purpose of the DSLIT will be to:</p> <ul style="list-style-type: none"> • Provide assistance in developing and implementing the Single Plan for Student Achievement • Provide support in the analysis of assessment data • Provide professional development based on scientifically based, instructional practices to meet the needs of the students • Provide support with outside providers to meet the individual needs of the sites which are in Program Improvement. • Provide support in the analysis of budget and other resource

	<p>distribution</p> <ul style="list-style-type: none"> • Provide consultation on after-school, intersession and summer school intervention programs • Provide consultation on parent outreach and education • Provide consultation on the school’s needs to have a highly qualified instructional staff • Provide “Choice” and “Supplemental Service” options for parents <p>The DSLT will meet initially with the representatives of the school to develop a plan to establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students. The team will meet quarterly thereafter to assess progress and make modifications in the plan.</p>
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Additional Mandatory Title I Descriptions
(continued)

<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.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>The Orange Unified School District will notify parents of their schools identification as a Program Improvement School (in English and the two other predominate languages of the students). The notification will include:</p> <ul style="list-style-type: none"> • An explanation of what the identification means and how the

	<p>school compares in terms of academic achievement to other elementary or secondary schools</p> <ul style="list-style-type: none"> • The reasons for identification for school improvement • An explanation of what the school identified for school improvement is doing to address the problem of low achievement • An explanation of what the OUSD is doing to help the school address the achievement problem. • An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement • An explanation of the parents’ option to transfer their children to another public school, with transportation provided by the local educational agency or to obtain supplemental educational services.
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>The district will set aside 20% of their Title I budget for transportation for the choice option and supplemental services. The lowest achieving students will be identified and given priority for supplemental services.</p>

Additional Mandatory Title I Descriptions

(continued)

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.”	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	Title I funds for improving teacher quality will be set aside and combined with Title II funds to provide staff development and instructional support for teachers, paraprofessionals and principals in the OUSD based on our district’s needs assessment. The OUSD Instructional Leadership Team will oversee the development and implementation of the district-wide staff development program. District wide staff development activities will be provided for the systemic needs of all students – with a special emphasis on underachieving students -- and targeted for the needs of staff that work with special populations. Staff Development activities will also emphasize building capacity of staff, in efforts to retain and increase number of highly qualified teachers, administrators and other staff. The OUSD Title I and English Language Learners Advisory Committees will provide input and assist in the evaluation of these activities. School Site Councils will provide input in the development and evaluation of site-specific professional development activities.
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.	The Orange Unified School District will assist schools in resources and efforts for involving parents in their child’s education. <ul style="list-style-type: none"> • Provide training for staff on ways to involve parents • Develop District and School Parent Policies and School Compacts

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| | <ul style="list-style-type: none">• Provide opportunities for parents to become active participants in their child's education.• CBET classes for parents to increase their English language skills while learning techniques to support their child's language and literacy development.• Title I parents and their children are also invited to school Family Literacy and Family Math Nights, and the District's Family Science Night.• School News publication provides parents with information about their school and resources available in the community. |
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Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Orange Unified School District has two main methods to guarantee the coordination of educational services. School sites collect evaluative student, staff and community data on an ongoing basis for their comprehensive needs assessment upon which their school site plans are designed. This “Single School Plan for Student Achievement” specifies all activities and funding sources utilized by the school site to meet the academic needs of the students. State and Federal categorical program funds are used to supplement the core instructional program at the site and district level. All district level program administrators provide support, information, and resources to the school site leadership, planning committees and parent advisory groups so that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters.</p> <p>District level state and Federal categorical administrators meet regularly with the directors of Educational Services and Curriculum Coordinators to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.</p>

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:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- 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.
- 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.
- 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.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - 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.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - 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.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - 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.
 - 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

Thomas A. Godley, Ed.D.
Print Name of Superintendent

Signature of Superintendent

Date