

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): Round Valley Unified School District

County/District Code: 23-65607

Dates of Plan Duration (should be five-year plan): 2010-2015

Date of Local Governing Board Approval:

District Superintendent: Steve Lund (Interim)

Address: PO Box 270

City: Covelo, CA

Zip code: 95428

Phone: 707-963-8171

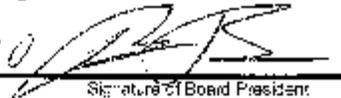
Fax: 707-963-6655

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.

STEVEN LUND 6-14-10 

Printed or typed name of Superintendent Date Signature of Superintendent

PETER BAUER 6-14-10 

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

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FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement (SIG)
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	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)
X	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
X	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	X	Other (describe): Title VII
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	30,938	190,242	221,180	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	43,818	33,431	59,337	77%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	1,447	2,068	3,515	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice	1,014	0	1,014	100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education		46,011	46,011	100%
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
Title VII	0	53,619	53,619	100%
TOTAL	\$77,217	\$325,371	\$384,676	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	59,448	114,354	100,270	58%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$59,448	\$114,354	\$100,270	

District Profile

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

District Profile

Round Valley Unified School District Mission Statement: All students leave our school district reading proficiently and literate in technology. We strive to provide a drug free safe learning environment.

Round Valley Unified School District Vision Statement: We work to bring our communities together. We strive to prepare our students for careers familiar to our ancestors and explore ones new to all of us. We prepare students for the whole world yet we cherish our home and become stewards of our land.

Round Valley Core Values: The core values are represented in the circle, which is designed to show the connectedness of the individual parts. Education is in the center of the circle, surrounded by the individual, the family, the community and the land.

I. DISTRICT BACKGROUND AND INFORMATION

Community Context:

Round Valley Unified School District (RVUSD) lies in rural Mendocino County in the town of Covelo, approximately one and one-half hours northeast of Willits. It is a federally designated Frontier area (population density below 11 persons/square mile). The population of Covelo is approximately 1,170 (2008). The Round Valley Indian Tribes reservation, the largest land based reservation in the state, lies adjacent to Covelo. Approximately 1,200 tribal members live on the reservation. The median income for Covelo residents is half that of the median income for California. The per capita income in 2008 was \$16,215. In 2008, approximately 27% of Covelo residents generated income below the poverty level and the unemployment rate for the valley was 57%. The community is historically dependent on logging and agricultural industries, which have become stagnant and the region is economically depressed. Round Valley Unified School District and Round Valley Indian Tribes are the largest employers in the valley.

The Round Valley Indian Tribes provides the only formalized local government in the valley. The Round Valley Indian Reservation was the forced relocation site for California tribes rounded up by the US Army in 1855, creating a convergence of widely differing peoples and cultures, including the Yuki, the valley's original inhabitants, and tribes from as far away as Mt. Lassen and Modoc County, many of whom were the Yuki's traditional enemies.

Round Valley Unified School District:

RVUSD serves the students who reside in Covelo, the Round Valley Tribal Community, and the surrounding rural area. Round Valley's 236 elementary/middle school students and 81 high school students (CBEDS 2009) are among the most geographically and culturally isolated in California. 76% of school age children are American Indian, 10% are Hispanic, 2% are African American and 11% are White. Poverty is so pervasive that 100% of the students qualify for free school breakfasts and lunches through the National School Lunch Program (NSLP). In 2009-10, the district population included 8.5% English learners and 11% students with disabilities.

RVUSD is comprised of the following schools and programs:

Round Valley Elementary and Middle School

Round Valley High School

Round Valley Continuation School

Round Valley Community Day School

Round Valley Independent Study

Round Valley Unified is the Charter agency for Eel River Charter School.

Unique Governance Issues:

Round Valley Unified School District has shown a distinct pattern of turnover in leadership and teacher positions over the last many years. Between 1995 and 2007, four superintendents have provided leadership for the district. Between 2000 and 2007, the elementary principal position has been held by four administrators, while the high school principal position has been held by five administrators.

The Mendocino County Office of Education has been intricately involved with the governance of the district for the past 31 months. Beginning in May of 2007, the Associate Superintendent of MCOE was assigned as the Recovery Specialist/Superintendent of Round Valley. In February 2008, a formalized governance agreement between Round Valley Unified School District and the local county office was developed. In order to carry out this agreement, the Mendocino County Superintendent appointed the Associate Superintendent of the county office to be assigned as "Recovery Specialist" and to serve as the District Superintendent at RVUSD. Other services provided by the county office include:

- Business services are provided through Mendocino Office of Education as a part of the Recovery Team.
- High school principal is a county office employee, assigned as a member of the Mendocino Office of Education Recovery Team
- The Mendocino County Superintendent has stay and rescind powers over the decisions of the local board of trustees until June 30, 2011.

The district is in the process of advertising and interviewing for a permanent District Superintendent. This process is being assisted by the MCOE personnel department. It is planned that the district will hire a superintendent by the end of July 2010.

Beginning July 1, 2010 the Superintendent of the Mendocino County Office of Education will be placed as the Trustee for the RVUSD, as determined by the State Board of Education at the March 10-11, 2010 meeting.

All of the above factors combine to form a complex and challenging governing system for the district. The DAIT team strongly recommends that the clarification of these governing roles be a priority for all parties involved in order to support the implementation of this plan.

Academic Interventions:

Round Valley Elementary School

Round Valley Elementary School participated in the Immediate Intervention/Underperforming Schools Program (II/USP) in 2000-2001, receiving a \$50,000 planning grant. As a consequence of making negative school wide Academic Performance Growth (API) in 2004, Round Valley Elementary School became a state-monitored school. Round Valley Elementary School was assigned a School Assistance and Intervention Team (SAIT) in the 2004-05 school year. During the first year of state-monitoring, Round Valley Elementary increased its API by +11 points (04-05). However, during the second year of state-monitoring, Round Valley Elementary School's API decreased by -10 points (05-06). At the beginning of the third year of state-monitoring, the SAIT leadership appointed a new SAIT Lead for the school site. During the third year of state-monitoring, the school increased its API by +42 points (06-07). Because Round Valley Elementary did not show positive school wide growth on the API for two consecutive years during the 36 months in which it received support by the SAIT, additional sanctions were imposed by the State Superintendent of Public Instruction. In the 2007-08 school year, Round Valley Elementary was appointed a secondary SAIT. During the 2007-08 and 2008-09 school years, Round Valley Elementary increased its API by +21 points (07-08) and by +11 points (08-09). Round Valley moved out of state sanction in 2009-10.

RVES has been identified as a Program Improvement school through the Federal accountability system since 1999. They are currently a Year 5+ school in Program Improvement. Because of the intense focus of the school through the SAIT process since 2004, there has been little formalized work that has been done to address the PI status of the school. While the implementation of the EPCs through the SAIT process has resulted in improvements in the API results for the school, there has not been a formalized District School Liaison Team/DSLTL process in place to consider Corrective Action (Y3) or Restructuring (Y4, 5) for Program Improvement. See Mandatory Title I Description for additional information regarding actions taken in Program Improvement schools.

Round Valley High School

From June 2007 through June 2009 RVHS participated in the High Priority Schools Grant program. The emphasis of their efforts was on creating an instructional system that included use of pacing guides, benchmark assessments, appropriate interventions and classroom strategies to improve student achievement. Many of the actions to be taken through the HPSG were not completed, and as a result, the high school did not make AYP for 09-10. To date, Round Valley High School is in their second year of Program Improvement. The implementation of the EPCs at the high school has not been an emphasis. The high school participated in the WASC Accreditation process during the 2009-10 school year, and has received a 3-year Accreditation. High school administration and parents consider staffing turnover (38% new this year, plus a new counselor), highly qualified teacher status and student safety to be major issues of concern.

LEA-Wide

The district entered Program Improvement in 2007-08. With the assistance of the local RSDSS staff, an LEA-Plan Addendum to address the needs of the district re: PI was written in 2008-09, but there is no evidence of board approval of the plan. The emphasis of the district administration (the Recovery Team from MCOE) has been the stabilization of leadership and basic operations of the district. There has been no formalized plan to address the PI status of the district prior to the district entering Corrective Action in 2009-10.

II. NEEDS ASSESSMENT TOOLS, TIMELINES, and METHODOLOGY

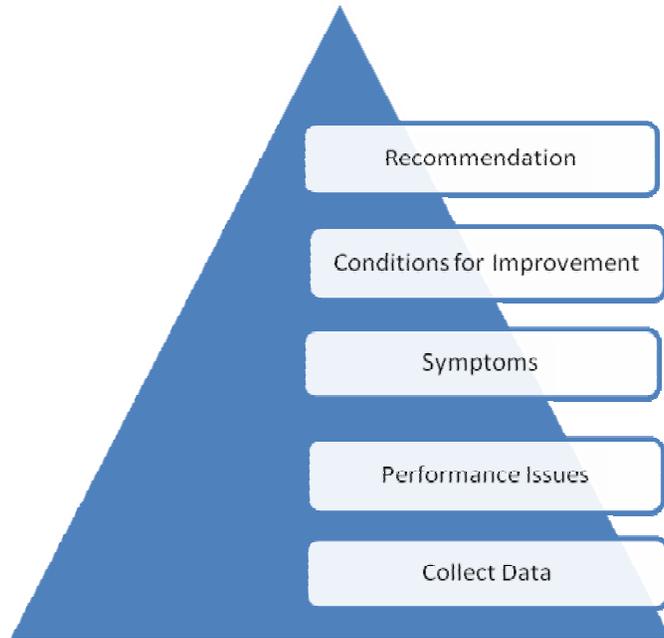
Region 1 Achievement Response Team/R1ART conducted a comprehensive needs assessment from April 21, 2010 to June 1, 2010. Initial inquiry took place in mid-April through a series of structured interviews with the district superintendent, the district interim superintendent, the elementary and high school administrators, and each board member. In mid-April, the administrative team completed the DAS, and teachers at the elementary and high schools completed the APS using the San Diego County Office of Education online tool. Two community meetings were held with representatives of the various community agencies and demographic groups in Covelo. Representatives from the DAIT team attended a local Tribal Council meeting. A dialog with student representatives from the high school was also held. Audits and analyses of special education and English learner programs were completed by R1ART specialists and validated in conversations with district staff. Similarly, R1ART specialists conducted audits and analyses of fiscal and human resources processes and policies in collaboration with Round Valley personnel and the recovery specialists at Mendocino County Office of Education (MCOE) in late April and early May. A recursive cycle of identification and calibration was established so that information gleaned from needs assessment tools and audits prompted the development of structured interview, focus group, and follow-up questions for ongoing interviews and meetings. Classroom observations by a team of R1ART content area specialists provided converging measures to validate the APS, interviews, and focus group findings regarding the use of adopted instructional materials and the instructional practices at Round Valley schools. A District School Liaison Team/DSLTL met three times within the brief month and half timeline in order to provide consultation on the inquiry process, analysis of needs assessment data and to give input regarding the proposed priorities and recommendations.

Process for Analysis of Data:

In the analysis of any system, there are many entry points that could be considered for improvement efforts. In the DAIT work, R1ART has taken the perspective that issues will be prioritized and addressed according to the following criteria: ***R1ART will identify and make recommendations for those district level performance issues that are close to the instructional core, and, if acted upon, would have an impact on student learning.***

R1ART has approached the analysis and synthesis of the data collected through a process called Problem-Based Strategy Development. This process entails a very thorough review of the data, from which a “Performance Problem or Issue” is developed for each of the 7 district areas. From the identified Performance Problem, identified Symptoms are listed. From these Symptoms, a series of questions are asked in order to determine the reasons behind the Performance Problem. These ‘Root Causes’ – or explanations as to why the Performance Problems occur, are the basis for the formation of the “Conditions for Improvement” statements that were developed in each

area. The Recommendations are then developed in alignment with the Conditions for Improvement. (See Section IV)



This extensive process assures that the Recommendations developed by R1ART actually do address the stated Performance Issues in this district. The alignment of Recommendations with a Performance Problem is the critical aspect of improvement planning that is often ignored, and when ignored, leads to a one-size-fits-all list of improvement efforts. R1ART is committed to this process of looking past “what is” and asking “why is it so” in order to best assist this system to improve.

III. CURRENT STUDENT DEMOGRAPHIC AND ACHIEVEMENT DATA

Student Enrollment Patterns and Attendance Data:

Since 2004-05, the District’s enrollment has declined from 448 to 383 students (2008-09). During this same period, average daily attendance (ADA) has gone from 347 to 288 students. Attendance yields are troublingly low. The low attendance rates in the District impact funding (restricted and unrestricted) and student performance because a student has a better chance to learn when they attend school. Below is a comparison over time of the district’s attendance rates (attendance as a percent of enrollment).

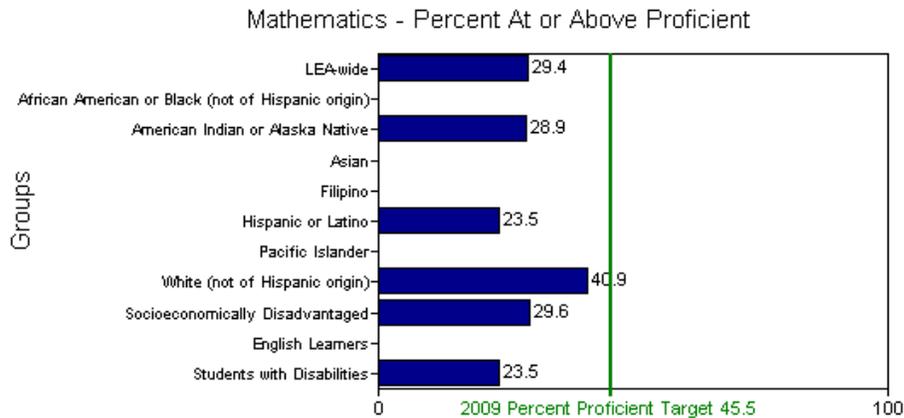
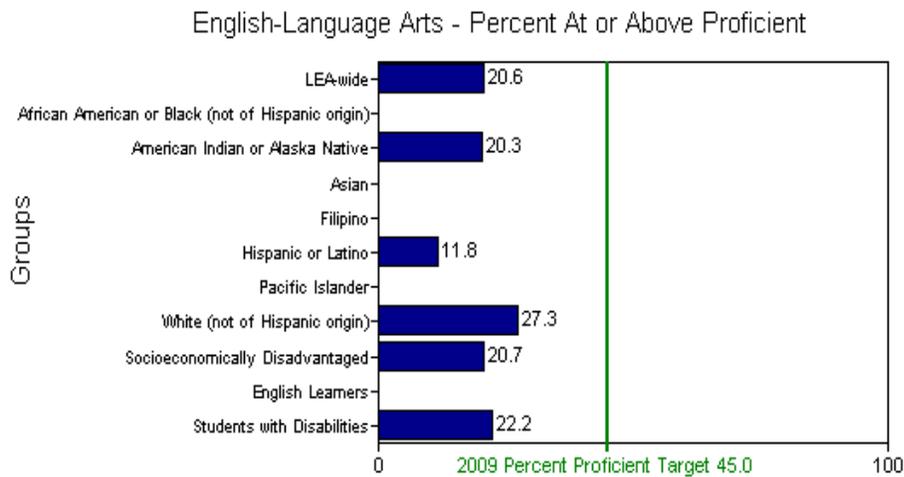
	2008-09	2007-08	2006-07	2005-06	2004-05
Round Valley USD	89%	85%	87%	84%	88%

Drop Outs and Graduation Rates:

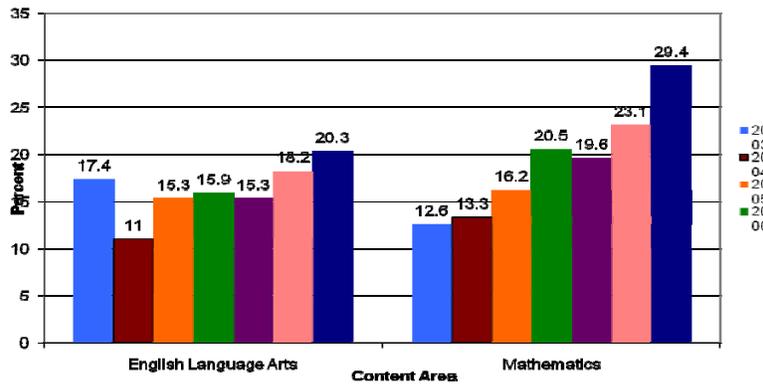
The district wide adjusted four-year (9-12) dropout rate is 57.4%, compared to 18.9% for the state. For American Indian students, the rate is 59.2%. For Hispanic/Latino and White students, the rates are 25% and 74.4%, respectively. It should be noted that as of April 2010, four of the five English learners in high school were on independent study.

The graduation rate is currently 63%, as compared with a state average of 80.2%. There are no graduates meeting the UC A-G requirements, because the school’s A-G list has not been updated since 2003.

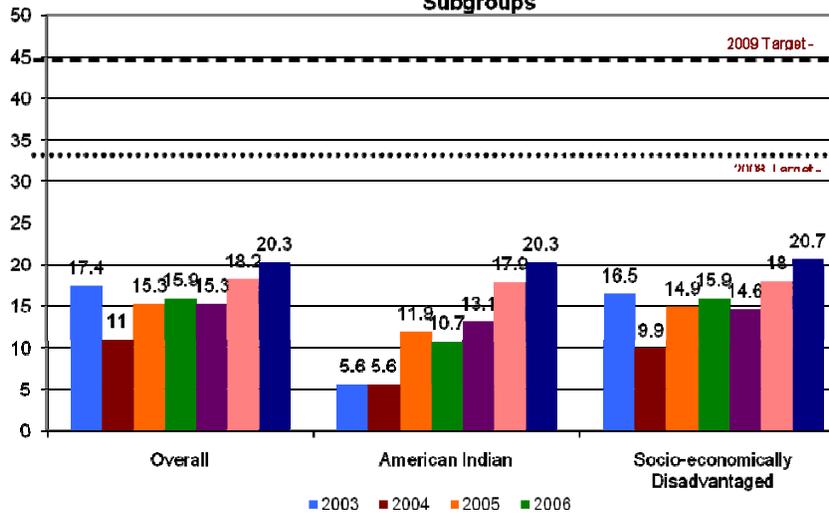
2009 STUDENT ACHIEVEMENT DATA, DISTRICT-WIDE AND DISAGGREGATED BY SUBGROUP



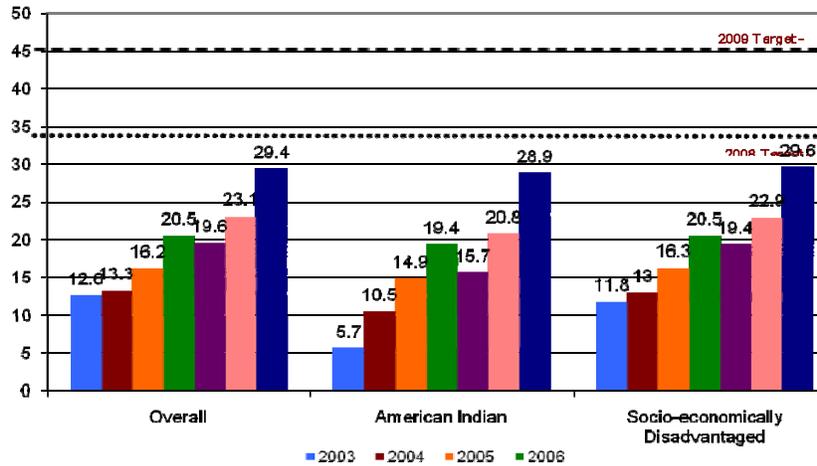
**Round Valley Unified School District
Longitudinal AYP Results**



**Round Valley Unified School District
2003-2009 Percent Proficient in English Language Arts With Subgroups**

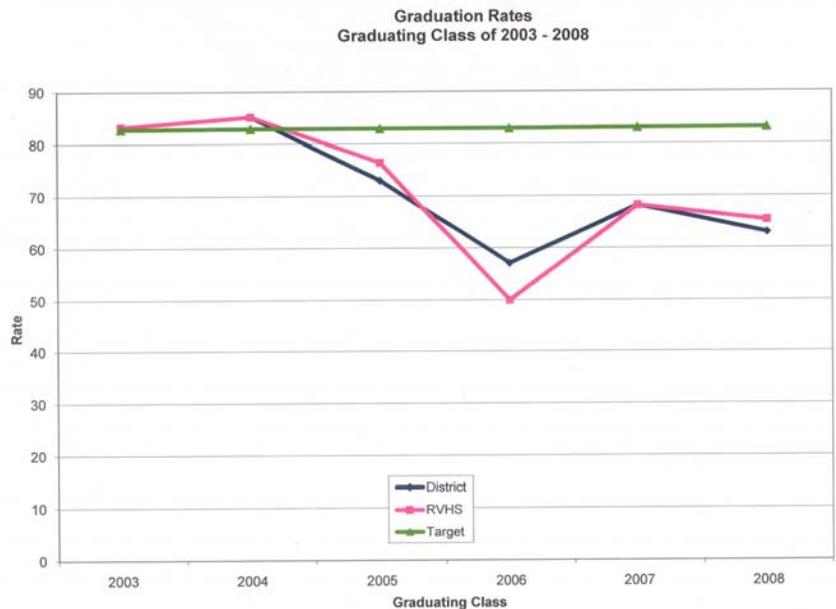


**Round Valley Unified School District
2003-2009 Percent Proficient in Mathematics With Subgroups**



Enrollment Total – All Grades

Year	District			Round Valley Elementary			Round Valley High School		
	Total	American Indian	Percent	Total	American Indian	Percent	Total	American Indian	Percent
2004	454	320	70.5%	266	198	74.4%	126	83	65.9%
2005	448	331	73.9%	262	195	74.4%	118	88	74.6%
2006	447	328	73.4%	240	182	75.8%	143	108	75.5%
2007	416	299	71.9%	228	173	75.9%	118	81	68.6%
2008	402	285	70.9%	224	170	75.9%	117	78	66.7%
2009	383	278	72.6%	219	169	77.2%	101	65	64.4%



Participation rates on the CSTs:

In 2009, LEA-wide participation rates for all subgroups were met, with the exception of American Indians in the area of mathematics.

CELDT Data & Title III Accountability:

There are currently 30 ELL students enrolled in the district. As of April 2010, 2009 CELDT scores had not been uploaded to the CDE website but paper copies were available at school sites. 2008-2009 data indicate that 4% of English learners are advanced, 21% are early advanced, 33% are intermediate, 21% are early intermediate, and 21% are beginning level proficiency. English learners comprise a range of 0% to 12% of each grade level K-12. One English learner had been reclassified in the last five years. The ELL program review indicates that there are two sixth grade students who may be eligible for reclassification based on their CELDT and CST scores. Round Valley Unified is part of a multidistrict consortium for Title III funding. The consortium has met its Title III accountability requirements.

IV. SUMMARY OF FINDINGS

INTRODUCTION

Based upon the needs assessment, important findings impacting the district's ability to support a coherent and effective program in its schools are presented below. These findings were the basis of information used by the R1ART team in determining the essential Performance Issues for each district area. (See Section V).

A. GOVERNANCE

Interviews with staff, parents, board members, county leaders and recovery team members, and completion of the DAS revealed well-intentioned structures and systems whose misalignment and ambiguity of purpose and role engendered mistrust and disarray throughout many levels of the district and community. The district is simultaneously managed by the MCOE recovery team/trustee team, whose specialists serve as district administrators, the RVUSD board which seeks its own administrative team, and most recently an interim superintendent to replace the recovery team superintendent, as well as the DAIT team whose agency in the district influences governance planning and decision making. As a result, there is no commonly held vision, mission, or goals throughout the educational community and the development and execution of systemic practices for communication, decision-making, leadership, and management of daily operations suffer. The absence of direct line responsibility creates confusion about roles and responsibilities, particularly when plans are not executed as individuals or groups had anticipated. Staff members, parents, board members, and administrators are frustrated with a sense of "Us" and "Them" that pervades interchanges at all levels of the systems, including teacher-student, parent-teacher, administrator-board, board-county office. The absence of a shared vision and expectations around student achievement and educational outcomes makes it difficult to unify disparate groups and leads to volatility in staff and community interactions, resulting in constant turnover of staff and a leadership void, not only in terms of the district's effective implementation of state-adopted curricula and evidence-based instructional and assessment practices, but also in the district's basic operations and systems.

B. ALIGNMENT OF CURRICULUM, INSTRUCTION and ASSESSMENT

The district's schools are configured in a K-8 elementary/middle school and a 9-12 high school. The Academic Program Survey/APS, structured interviews, focus groups, district and school level plans and classroom observations were used to address the alignment of curriculum, instruction, and assessment in RVUSD. Since the elementary school had a SAIT team from 2004 to 2009 and the high school was a High Priority School, both sites were familiar with the Essential Program Components to some extent. With dramatic staff turnover and isolation (see Human Resources Findings below), prior state intervention efforts had little opportunity to "stick" as the district's small size means that the departure of one teacher is equivalent to the loss of an entire grade level or department. Thus, the schools must constantly "reinvent" themselves and start over with materials training, acculturation of instructional practices and standards, and practices for collaboration and shared analysis of classroom achievement data. As a result, there is inconsistent implementation of all of the Essential Program Components across the district. Core, strategic, and intensive intervention programs are implemented at varied levels, and common pacing and assessment protocols are not in place in all classrooms at all grade levels.

Key standards have not been identified and aligned to adopted curricula and instructional practices, and rigor depends largely on the teacher who is assigned to a given position in a given year. Administrators lack training in the core instructional programs, limiting their ability to effectively monitor these programs. Instructional coaching support fluctuates from year to year depending on the availability of qualified coaches, district budgets, and other demands, such as intensive intervention or data coordination responsibilities that are competing for individuals qualified to perform coaching roles. While there have been extensive intervention efforts at the school sites through the SAIT and HPSG efforts, and many systems have been put in place through the SAIT process, there has not been an emphasis on the district-wide development of processes and expectations regarding the alignment of curriculum, instruction and assessment. It is this lack of a district-wide focus that the DAIT team has attempted to remedy in the execution of the new LEA Plan.

Instructional Materials	DAIT Recommendation	Percentage of Teachers Currently Trained in Materials	Professional Development Needs (Plan referenced)
I. READING/LANGUAGE ARTS			
Core Programs			
K-5: Houghton Mifflin Company, HM California Reading: Medallion Edition	Continue implementation	0%	G1.1 – G1.6
6-8: Holt, Rinehart and Winston, Holt Literature and Language Arts (2002)	Continue Implementation	75%	G1.1 – G1.6
9-12: Holt Literature and Language (2002)	Continue Implementation: Consider updating for 11-12 school year, depending upon outcome of alignment with Key Standards	0%	B1.1- B1.6
Intensive Intervention Programs			
4-8: National Geographic / Hampton Brown, Program 5 Inside Language, Literacy and Content	Investigate with DAIT team if there might be an advantage to implementing Read 180 for grades 4-8 as the Intensive Intervention in order to provide a transition into the 9-12 Intensive Intervention program.	0%	G1.1 – G1.6
9-12: Read 180 (California)	Investigate with DAIT team that the Read 180 materials available are adequate to meet the high levels of students requiring Intensive Intervention.	0%	G1.1 – G1.6
II. MATHEMATICS			
Core Programs			
K-5: Pearson Scott Foresman; Scott Foresman-Addison Wesley enVisionMath California; 2009;	Continue Implementation	75%	G1.1 – G1.6
6-8: McDougal Littell, a division of Houghton Mifflin; McDougal Littell CA Math Course1, Course 2, Algebra I (Ron	Continue Implementation	50%	G1.1 – G1.6

Larson and others); 2008;			
9-12: McDougal Littell, a division of Houghton Mifflin; McDougal Littell CA Math Algebra I (Ron Larson and others), 2008	Continue Implementation: Consider updating for 11-12 school year, depending upon outcome of alignment with Key Standards	0%	B1.1- B1.6 G1.1 – G1.6
9-12: McDougal Littell CA Math Geometry, 2005	Continue Implementation: Consider updating for 11-12 school year, depending upon outcome of alignment with Key Standards	0%	B1.1- B1.6 G1.1 – G1.6
9-12:McDougal Littell CA Math Algebra II, 2005	Continue Implementation: Consider updating for 11-12 school year, depending upon outcome of alignment with Key Standards	0%	B1.1- B1.6 G1.1 – G1.6
Intensive Intervention			
4-7: iLearn, Inc.; iPASS Math Intervention; 2007;	Continue Implementation	0%	G1.1 – G1.6
8: iLearn, Inc.; iPASS Algebra Readiness; 2007	Continue Implementation	0%	G1.1 – G1.6
9-12: iLearn, Inc.; iPASS Algebra Readiness; 2007	Continue Implementation	0%	G1.1 – G1.6
III. ELD			
K-3: SRA / McGraw-Hill, Language for Learning and Thinking	Continue Implementation	0%	G1.1 – G1.6
4-8: National Geographic / Hampton Brown, Program 5 Inside Language, Literacy and Content	Continue Implementation	0%	G1.1 – G1.6
9-12: Read 180	Investigate with DAIT team that the Read 180 materials available are adequate to meet needs of English Learners	0%	G1.1 – G1.6

English Learner Programs

The needs assessment included a modified ELSSA, structured interviews, and review of district records. Due to the low numbers of EL students within the district (less than 10%), resources and efforts to develop a coherent, district-wide EL program has been limited. The district has an English Learner Master plan that has not been updated since 2004-05. Most apparent throughout the review of English learner programs is the lack of coordination and implementation of appropriate services for all English learners. With few LEP students across the two schools and the number of EL students participating in the district’s independent study program, it has been challenging for the district to sustain appropriate instruction and progress monitoring for its English learners. Language goals are not identified (therefore, not monitored) for students throughout, and ELD and SDAIE instruction does not match student goals. Approximately one third of the district’s students receive daily ELD instruction from a paraprofessional using SRA

Language with two students receiving ELD as part of their reading/ELD period with the Inside program. English learner support materials embedded in core curriculum materials are available but reportedly not used regularly. District progress monitoring assessments are not disaggregated to target English learners' learning gaps; however, curriculum-embedded assessments from the ELD programs are used to monitor student groupings. Staffing issues at the high school have resulted in the absence of a bilingual aide or teacher. Since all but one of the English learners in high school is on independent study, the opportunity for daily English language support is limited for these students. The one English learner on campus at the high school does not receive daily ELD instruction. No English learners have graduated from high school during the past five years. One English learner recently graduated from the Independent Study program. There is no bilingual or English learner parent group in the district and a bilingual psychologist has been unable to assess the district's few long-term English learners. See also Performance Goal 3.

Special Education Programs

The determination of needs included structured interviews with the director of special education and both the elementary and high school principals. In addition, the special education review considered the results of the 2009-2010 Special Education Self-Review (SESR) and an analysis of district records. The percentage of students in special education is below the State average and is currently less than 9%. Approximately 23% of the identified students require extensive support and services. The district employs three teachers, including the director, serving the 30 identified students with IEPs. The district utilizes the services of the SELPA Program Specialist weekly to provide guidance and support. Speech/language and occupational therapy is provided through the Mendocino County Special Education department. The district currently has adequate staffing for special education services. Several systemic areas for improvement became apparent as a result of the program's review. Most apparent is the lack of communication with parents for the timely scheduling of IEPs. There is a lack of monitoring the implementation of the prescribed special education services, and there is minimal use of inclusion strategies for students with IEPs, allowing for greater participation in the general education program. General education staff often rely on special education services to provide ELA and math intervention for students. A clearly defined process for assessing and monitoring student progress in general education prior to a referral for special education services is not consistent throughout the district. Based on the interviews there are varying perspectives between the site principals and the director on the effectiveness and implementation of the current program. District principals lack access to the special education database with current IEP information.

C. FISCAL OPERATIONS

The Round Valley Unified School District (District) submitted a "qualified" 2009-10 Second Interim Budget, which means that it expects to meet its funding obligations for 2009-10 with adequate reserves, but foresees challenges, absent corrective action, for upcoming fiscal years. As of its Second Interim Budget report, the district projected its General Fund revenue for 2009-10 would be \$5.7 million, of which \$3.5 million is unrestricted revenue and \$2.2 million is restricted revenue. Based on these projections, the district expects to spend approximately \$657,351 more than it receives in revenue in 2009-10. The district will be able to meet its 2009-10 obligations, but only because it is relying on reserves.

- The District does not currently meet all FCMAT fiscal health criteria. Risk factors include deficit spending, anticipated reductions due to declining enrollment, and heretofore a lack of a budget process that aligns resources to strategic needs as identified by the leadership of the District.
- The District makes contributions (i.e., transfers from its unrestricted to restricted resources) that would be more appropriately supported from other restricted resources. This includes nearly \$100,000 in transfers to child development, child nutrition, and afterschool programs.
- A major factor contributing to the District’s declining revenue is a decline in student attendance based on the above data. The District has made improvements in its attendance rates, but remains somewhat below the countywide average of 92%. The District is aware that attendance is a major issue and has actively worked to implement attendance incentives for students and staff to curtail trancies. Among the incentives have been field trips and special lunch events.
- The district’s trend and level of deficit spending is a serious issue and the District is being closely watched by the Mendocino County Office of Education, which has responsibility for providing fiscal and management oversight as the district does not have its own business manager. The district has convened a Budget Advisory Committee as a means to communicate regarding budget issues. In addition, the district has worked with the local Tribal Council and other community representatives to inform its planning.

D. PARENT AND COMMUNITY INVOLVEMENT

As indicated above in the Governance findings, a significant amount of tension exists between parents, community, and the district. The school-parent/community tensions are exacerbated by the lack of common vision and shared, communicated expectations for schooling in RVUSD. There is a low perceived ownership of the school district by the community. Students and parents interviewed reported their belief of the school district’s low expectations for their students’ future education, while teachers reported that the community as a whole does not appear to support a college-bound culture and does not want its students to leave the community. Parents report that they do not understand the process for communicating with the schools regarding their student’s on-going academic success, and/or learning/behavioral barriers that may be interfering with student achievement. Community, parent, student, and board focus groups report rumors and misinformation regarding the district within the school communities and the community at large. The district has no active parent groups and operates without fully functioning Site Councils, ELAC, Boosters, PTA, and District Advisory Councils. Meetings with community groups, Tribal Council, school district staff and the DSLT all revealed a community who wants the best for their kids and does want to be involved with and a partner with the school district. One of the major conditions for improvement that was identified by the DAIT Team was the following:

“The current political and governance issues within Round Valley are complex and rooted in long-standing conflicts and issues. We feel that the recommendations within the body of this report can have a positive impact for the children of Covelo if they are accepted and implemented within the spirit of putting the needs of children first. If all stakeholders in the system are able to collaboratively focus on the academic needs of their students first, along

with the long term suggested steps to meet those needs, we know that Round Valley Unified can become that system that provides the highest quality education to the children of Covelo”.

E. HUMAN RESOURCES

The human resources inquiry included structured interviews using the recommended tools from the *CCSESA Building Blocks of Integrated Academic District Support*, a review of school staff vacancies, teacher credentials, certificated staff turnover, certificated and classified attendance, and administrative systems. It was very difficult to obtain accurate, complete information in the area of Human Resources, as there has been limited personnel and/or procedures developed for the management of this important area. As is echoed in prior analyses of the district by other agencies, including the SAIT team and a Grand Jury Report from 2007-08, administrative and teacher mobility are significant issues facing the district in its effective implementation of state-adopted, standards-aligned curricula and evidence-based instructional practices.

Administrative Stability

As noted previously, there have been frequent administrative changes in the district. The current administrative team is comprised of a first year principal who is an employee of the school district at the elementary school, an administrator from MCOE who for the last 3 years has been assigned as the high school principal, and a “Recovery Specialist” from MCOE who has been serving also as the interim district superintendent. Of note: This administrator, who was the interim district superintendent, went on an unplanned medical leave in April 2010 as the DAIT team began the review of the district. He has been replaced by a part-time (2 days a week) interim superintendent, contracted by MCOE. There is a second district administrator contracted by MCOE to also provide administrative assistance. The fiscal manager and the district administrative assistant are also employees of MCOE who are currently assigned to provide services to RVUSD.

Teacher Credentialing, including English Learner Certifications and Highly Qualified Status

Round Valley schools are considered necessary small schools under the Educational Code and are allowed great latitude in the use of teaching credentials; therefore those teaching core subjects necessary to student development may not possess the credential relevant to the subject being taught. NCLB compliance is monitored; however the data provided were out of date. Information regarding NCLB compliance of the five teachers hired eight months previously has not been completed. All teachers have legally appropriate credentials; however, four teachers do not have proper EL authorizations.

Teacher Stability

Over the past five years the staff turnover rate has been between 10% and 20% annually with the majority of the turnover due to resignations. A little over 50% resign within the first one to two years. Teachers’ salaries are comparable to others in Mendocino County. Teachers new to the district are offered similar materials and equipment, training, and support available to other teachers in Mendocino County. Proper certificated evaluation procedures are in place. There are currently (June 2010) three teacher openings for the district and a vacant counselor position.

School Staff Vacancies

Round Valley has often been unable to recruit candidates to fill administrative and specialized positions. Principals report that positions remain unfilled for too long. There is evidence that the established recruitment process was not followed on at least one occasion. No records are kept that indicate when recruitment requests were received and when vacancies are filled. Classified positions are also difficult to fill.

Employee Attendance

Attendance appears to be an issue for both certificated and classified employees. A total of 458 days (3,000 hours) directly related to services to students have been lost due to poor employee attendance between August 2009, when school started, and May 2010. The administrative office staff indicates that most teaching and instructional assistant day-to-day vacancies are covered by substitutes. However, the principals indicate that many times no substitutes are provided. No records are kept or were provided that indicated absence and substitute use that could be used to determine which of these views was more correct.

Status of Collective Bargaining Agreements

The labor relations environment was not specifically evaluated. There are contracts for both the certificated and classified employees in place. These contracts appear to be well maintained and very little strife is noted during negotiations.

F. DATA SYSTEMS AND ACHIEVEMENT MONITORING

The district has purchased the Aeries and Data Director Student data systems. The current elementary instructional coach supports the use of Data Director at the elementary school. There is no support in the use of student data available at the high school. There is currently no district-wide assessment system to address student placement, progress monitoring, and ongoing evaluation of program effectiveness. The district also lacks a comprehensive system of technical support and accountability for data management and there is no comprehensive system for using data in instructional decision making.

G. PROFESSIONAL DEVELOPMENT

There is no district-wide professional development plan. It appears that training opportunities arise primarily from funding sources like SAIT and HPSG or as part of grants. Materials-based professional development has been provided to teachers, most specifically at the elementary and middle school levels. Practicum and follow-up opportunities need to be systematized and monitored. Further, significant staff turnover makes it difficult to ensure all teachers have the appropriate training for their current assignments. Coaching support is limited to the elementary/middle school. There is limited evidence of training to support English learners and students with disabilities and materials-based training has not been provided for the newly adopted intensive intervention materials.

V. ANALYSIS OF ROOT CAUSES PREVENTING THE LEA FROM MEETING PROFICIENCY TARGETS AND/OR AMAOS:

Using data collected for each DAIT area, the R1ART team and RVUSD DSLT identified Key Performance Issues that are close to the instructional core, and, if acted upon, would have an impact on student learning. The team then conducted a Root Cause Analysis (series of questions to determine the probable causes to the symptoms of the Performance Issues) to develop a Conditions for Improvement/Theory of Action for impacting student achievement in the each district area. The Performance Issues and Conditions for Improvement/Theory of Action are presented by district area below.

A. GOVERNANCE

Performance Issue/s:

1. There are independent, uncoordinated governing systems (Round Valley Board of Trustees, Interim District Superintendents, MCOE County Superintendent in role of assigned District Trustee starting July 1, New District Superintendent, State Board of Education, MCOE Recovery Team, and DAIT Team) without defined and clear relationships, roles, and responsibilities for basic district operations.
2. Communication systems within and between the district governance entities are not transparent.

Conditions for Improvement: **IF** a shared mission, vision and values are developed with participation from all stakeholders, and roles and responsibilities in governance for basic district operations are well-defined, communicated, and enacted, **THEN** effective and transparent district systems can be created to support student achievement.

B. ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

Performance Issue/s:

1. There is no LEA-wide system of support and collaboration for teachers regarding curriculum, instruction and assessment.
2. The LEA has not identified key standards nor monitored their consistent implementation through the use of pacing guides and common formative assessments.
3. The tasks all students (including special needs) are asked to do don't reflect the rigor of the core standards. There is not evidence of a shared culture of high expectations for all students.

Conditions for Improvement: **IF** the district identifies key standards, creates and follows pacing guides, uses formative assessments and defines effective instruction for *all* students, **THEN** there would be evidence of academic and behavioral rigor for all students and student engagement and achievement would increase.

C. FISCAL OPERATIONS

Performance Issue/s:

1. There is no evidence that budgeting and expenditure decisions are guided by a district-wide plan for instructional priorities.
2. There is a significant loss of revenue to the district due to overall low student attendance.

Conditions for Improvement: *IF* revenues could be increased by improved student attendance rates, and expenditures were guided by the implementation of the LEA and SPSA plans, *THEN* student achievement would increase.

D. PARENT/COMMUNITY INVOLVEMENT

Performance Issue/s:

1. The point of entry for parent involvement regarding student achievement throughout the district is not clear.
2. There is a lack of a two-way communication system between parent/community and the district regarding student achievement, academic expectations and accountability requirements.

Conditions for Improvement: *IF* interactions between parents/community and the district were respectful, with a clear system of communication established and practiced between parents/community/and the district, *THEN* the entire community (parents/community/district) can focus their communication on improving student achievement.

E. HUMAN RESOURCES

Performance Issue/s:

1. The roles, (who does what); responsibilities (what each role is expected to do) and procedures (how things get done) are not clear for the management of human resources throughout the LEA in all job classifications: Classified, Certificated, and Administrative.
2. Staff turnover in all job classifications is exceedingly high.

Conditions for Improvement: *IF* roles, responsibilities and procedures for hiring, evaluation, dismissal, and retention of staff in all job classifications were established and followed, *THEN* there would be fewer unfilled positions and a lower rate of turnover across all district positions, resulting in the possibility for greater connections within the district and community.

F. DATA MANAGEMENT

Performance Issue/s:

1. There is no LEA-wide assessment system. As a result, there is no comprehensive system for using data in instructional decision making; what data *is* there isn't uploaded into the management system, and data is not used consistently.

Conditions for Improvement: *IF* an LEA-wide assessment system (*including what is to be assessed; what the assessment tools are; when assessments are to be given; which students are to be included; how the information is uploaded into the data system, etc*) is designed and communicated to all staff with explicit expectations that are closely monitored, *THEN* data will be used to inform instruction on an ongoing basis.

G. PROFESSIONAL DEVELOPMENT

Performance Issue/s:

1. There is no LEA-wide professional development plan that addresses all stakeholders (including instructional staff – teachers and paraprofessionals; administration; parents; governance entities).

Conditions for Improvement: *IF* a district-wide PD plan focused on academic rigor that aligns all funding sources is created, implemented and monitored, *THEN* learning for all stakeholders and student achievement will increase.

VI. RECOMMENDED PRIORITIES FOR DISTRICT IMPROVEMENT PLANNING

In order to address the identified Performance Issues, Recommendations for Improvement were made by the R1ART Team. These Recommendations were tested against the identified “Conditions for Improvement” to ensure that they would have the highest probability of success in meeting the issues identified. The Recommendations are listed below according to district area, and are referenced throughout the body of the LEA Plan. In addition, Recommendations which were made to specifically address the needs of high priority students are listed below. Many of these Recommendations are repeated within the district areas, but it was felt that they needed to be listed separately in order to highlight their importance.

A. GOVERNANCE

A1. Shared district Vision/Mission/Values will be co-developed through interaction of all district stakeholders (staff, community, board).

A2. All governing entities (Round Valley Board of Trustees, Interim District Superintendents, MCOE County Superintendent in role of assigned District Trustee starting July 1, New District Superintendent, State Board of Education, MCOE Recovery Team, DAIT Team,) will commit to and will participate in the definition of the roles, responsibilities and coordination in governance for basic district operations.

A3. To facilitate communication and coordination between and amongst the governing entities, a representative from each entity will convene on a regular basis (minimally every 6-8 weeks).

B. ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

B1. The district will:

- identify essential standards
- review alignment of high school materials to standards (K-8 materials are SBE approved)
- create/follow pacing guides based on selection of essential standards
- use formative assessments to drive instruction
- provide intervention for students who are not meeting standards
- adopt district-wide agreement for common instructional model that is research based and focused on implementing first, best instructional practices in all classrooms
- monitor and adjust the educational program of students with special needs based on a frequent review of their individual progress

- develop a curriculum articulation plan that ensures a smooth transition from elementary school to high school
- develop an articulation plan that ensures a smooth transition from preschool to kindergarten

B2. The district will develop a clear system of monitoring the implementation of all areas of focus (see recommendation B1), including the appropriate level of rigor in implementation of the standards, as reflected in the tasks that students are asked to do to meet standards. Special education and English learner systems will provide quality programs that adequately make available additional support as identified through individual student learning plans and maximize the opportunity for students to engage with the core curriculum.

B3. The district will continue to provide time for teacher collaboration, with a focus on analysis of student achievement data for all students, including special populations and significant subgroups, and development of lessons of rigor.

B4. District will consistently implement the adopted PBIS behavioral system. Data will be collected on a frequent basis and analyzed to inform policies and procedures related to student behavior and discipline practices.

C. FISCAL OPERATIONS

C1. Create a system for all district and site budget development and expenditures that is driven by the instructional goals of the LEA plan/SPSA.

- Establish purchasing system that ensures all purchases are in alignment with the LEA plan
- Establish process where restricted expenditures are used first in order to ensure alignment with various plans
- Develop and institute a site allocation system for budgeting
- Create and train all involved staff on a process for schools to manage and monitor site budget plans

C2. Develop district-wide attendance system that focuses on early and immediate intervention for students at-risk of becoming habitual truants, including special needs students.

D. PARENT AND COMMUNITY INVOLVEMENT

D1. Processes and expectations for consistent school to home AND home to school communication will be established, implemented, monitored and reviewed.

- Multiple vehicles for communication will be incorporated
- Investigate alternative structures for parent/teacher conferences, etc.
- Consider alternative locations for board meetings; school meetings etc. that might better engage the community.

E. HUMAN RESOURCES

E1. Develop Human Resources protocols for:

- Hiring
- Posting/creation of positions
- Evaluation procedures for all staff
- Tracking for evaluation completion
- Attendance analysis and action planning for all staff
- Adopt new evaluation tools that align with LEA plan
- Position control
- Processes for early recruitment including early notification in prior year
- Monitoring of the implementation of the Human Resource protocols

E2. Develop systems of support for all staff including:

- Review of BTSA program
- Develop mentoring system for all new staff
- Create and foster connection between teachers & community

E3. Develop hiring/retention incentives. System may include hiring incentives, promotion of APL loan, and unique/specialized recruitment processes (links with colleges to identify students who may want to become an educator (“grow our own” concept), etc.)

F. DATA SYSTEMS AND MONITORING

F1. Design, communicate, implement and monitor an LEA-wide assessment system to include:

- what standards are to be assessed
- frequency of assessments
- process for analysis of data
- how to design modifications to classroom instruction based on data results

F2. District needs to identify roles, responsibilities, timelines and tools to create and maintain the assessment system.

G. PROFESSIONAL DEVELOPMENT

G1. All teachers and administrators will receive comprehensive training in the use of the adopted English Language Arts and mathematics core and intervention curriculums, including in the training an emphasis on high expectations for student performance/rigor.

G2. All teachers and administrators will participate in coaching support in order to fully implement SBE and standards aligned curriculum as outlined in the LEA Plan.

G3. Each year the LEA will establish or update a Professional Development plan for all stakeholders that will support the implementation of the annually updated LEA and SPSA plans, with an emphasis on meeting the needs of all students including special education and English learner students.

H. RECOMMENDATIONS REGARDING HIGH PRIORITY STUDENTS, INCLUDING ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES

H1. Update the existing EL Master Plan to include district policies for assessment, placement, expected language acquisition, exiting English learners in ELD support and reclassification.

H2. Provide staff development regarding instructional delivery strategies that render content comprehensible to students learning English (SDAIE); and instruction to expedite the acquisition of English to meet the district guidelines (1 level minimum annually).

H3. Hire a .5 ELD teacher to guide the delivery of ELD to all students, and to oversee the district ELD program including the administration of, scoring, and explanation of scores from the CELDT.

H4. Provide staff development for all staff providing specialized instruction services to students with disabilities, including material-based training on Intensive Intervention programs in math and RLA.

H5. Include collaboration amongst Special Ed and regular education instructional staff in school-level collaboration schedules.

H6. Appoint an administrator in the district to oversee the Special Ed services.

H7. Review the delivery model currently in place for Special Ed services.

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

In order to ensure a coherent alignment of all district systems, the Round Valley Unified School District and the DAIT Team made the conscious decision to organize the district’s LEA Plan around the seven district areas suggested by the CDE for consideration in district level reform:

- A. Governance
- B. Alignment of Curriculum Instruction and Assessment
- C. Fiscal Operations
- D. Parent and Community
- E. Human Resources
- F. Data Systems and Monitoring
- G. Professional Development

An additional area was added to highlight actions specific to High Priority Students:

- H. Specific Recommendations Regarding High Priority Students, Including English Learners and Students with Disabilities

Within each of these areas, the following items from the DAIT Team Findings are included:

- Identified Performance Issue/s: Those issues in each district area that are close to the instructional core, and, if acted upon, would have an impact on student learning.
- Conditions for Improvement: A hypothesis of what conditions in each district area need to be addressed in order to realize a positive impact on student achievement.
- Recommendations: The specific Recommendations developed by the DAIT Team which are based upon the Identified Performance Issue, and guided by the hypothesis defined by the Conditions for Improvement.

For each Recommendation, the Action Plan contains the following:

1. Action: Specific description of the steps that need to be taken to implement the Recommendation
2. Person/s Responsible: Listing of people with main accountability for the implementation of the Action.
3. Timeline: Date by which the Action should have taken place
4. Results Indicator: Evidence that can be collected to ensure that the Action has taken place
5. Anticipated Expense: A guide to what the cost of implementation will be
6. Possible Funding Sources: Funding options for ensuring that the activities are fully funded in the most efficient manner possible
7. Performance Goals: Aligns the Action to the Performance Goal from the CDE LEA Plan Template by Performance Goal number.

We believe that the structuring of the LEA Plan in this manner meets the state and federal planning requirements, and provides for the LEA a planning format that ensures the seven district areas can coherently align to support the goal of increased student achievement.

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 RLA: The percentage of students achieving proficient or above in reading/language arts will increase by 15% annually.

Planned Improvement in Student Performance in Mathematics: The percentage of students achieving proficient or above in mathematics will increase by 15% annually

A. GOVERNANCE

Identified Performance Issue/s:

1. There are independent, uncoordinated governing systems (Round Valley Board of Trustees, Interim District Superintendents, MCOE County Superintendent in role of assigned District Trustee starting July 1, New District Superintendent, State Board of Education, MCOE Recovery Team, and DAIT Team) without defined and clear relationships, roles, and responsibilities for basic district operations.
2. Communication systems within and between the district governance entities are not transparent.

Conditions for Improvement:

IF a shared mission, vision and values are developed with participation from all stakeholders, and roles and responsibilities in governance for basic district operations are well-defined, communicated, and enacted, ***THEN*** effective and transparent district systems can be created to support student achievement.

Recommendation:

A1. Shared district Vision/Mission/Values will be co-developed through interaction of all district stakeholders (staff, community, board).

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Governance Handbook to be brought to board of trustees on June 14 for approval.	Superintendent	June 14	Board Minutes with approval of Governance	None	N/A	District Profile

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
			Handbook			
2. Representative/s from the RV Board of Trustees; the district admin team; teacher representatives; classified representatives and community members will meet to develop the Mission/Vision/Values for the district. Board adopted Mission/Vision/Values from their Governance Handbook to be shared and used as basis for the discussion if agreed upon by all stakeholders.	Supt.; Board Chair; RVTA President	Sept. 2011	Minutes from meeting; list of people in attendance; development of Mission/Vision/Values	Facilitator for meeting/s: \$750	DAIT	
3. Communicate the Vision/Mission /Values to all stakeholders, including all staff; community groups (Tribal Council, Chamber of Commerce etc.); and parents.	Superintendent	November 1, 2010	Newsletters, minutes from meetings where Mission/Vision/Values are shared	None	N/A	

Recommendation:

A2. All governing entities (Round Valley Board of Trustees, Interim District Superintendents, MCOE County Superintendent in role of assigned District Trustee starting July 1, New District Superintendent, State Board of Education, MCOE Recovery Team, and DAIT Team) will commit to and will participate in the definition of the roles, responsibilities and coordination in governance for basic district operations.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Board consultant to meet with board and new supt. to discuss protocols, review Governance Handbook, objectives and systems to ensure transparent communication between board and superintendent	Superintendent Board Chair	August 2010	Minutes from meeting; agreements between the parties	Cost of facilitator \$2500	DAIT	
2. Conduct facilitated conversation between representatives of all governing entities: RV Board of Trustees, Supt or Interim Supt., SBE Appointed District Trustee; MCOE Recovery Team; DAIT Team to clarify governing roles and responsibilities of each entity, and create commitments on how to work together.	DAIT Lead	August 1, 2010	Written agreement of roles, responsibilities and relationships between governing entities, including agreements on how to work together.	Cost of facilitator \$5,000	DAIT	
3. Calendar and hold facilitated meeting between representatives of each governing entity (RV Board of Trustees, Supt or Interim Supt., SBE Appointed District Trustee; MCOE Recovery Team; DAIT Team) every 6-8 weeks for the purpose of clarifying roles and responsibilities in governance	DAIT Lead	Complete calendar of meetings by August 1, 2010	Calendar of meetings; minutes from meetings including list of who attended meetings	Cost of facilitator: 3 days \$7500	DAIT	

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
throughout the implementation of the LEA Plan.						
4. Provide RV Board of Trustees and SBE Appointed Trustee monthly updates regarding district implementation of the LEA Plan. Information to be shared at school sites/union groups etc.	Superintendent DAIT Lead	Begin August 2010	Board minutes; communication with Trustee	Included in contract with DAIT provider	DAIT	

A3. Recommendation:

To facilitate communication and coordination between and amongst the governing entities, a representative from each entity will convene on a regular basis (minimally every 6-8 weeks).

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Calendar and hold facilitated meeting between representatives of each governing entity (RV Board of Trustees, Supt or Interim Supt., SBE Appointed District Trustee; MCOE Recovery Team; DAIT Team) every 6-8 weeks for the purpose of clarifying roles and responsibilities in governance throughout the implementation	DAIT Lead	Finalize calendar of meetings by August 1, 2010	Calendar of meetings; minutes from meetings including list of who attended meetings	See A2.3	DAIT	

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
of the LEA Plan.						
2. Provide RV Board of Trustees and SBE Appointed Trustee monthly updates regarding district implementation of the LEA Plan. Information to be shared at school sites/union groups etc.	Superintendent DAIT Lead	Begin August 2010	Board minutes; communication with Trustee	See A2.4	DAIT	
3. Board consultant to meet with board and new supt. to discuss protocols, review Governance Handbook, objectives and systems to ensure transparent communication between board and superintendent.	Superintendent Board Chair	August 2010	Minutes from meeting; agreements between the parties	See A2.1	DAIT	

B. ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

Identified Performance Issue/s:

1. There is no LEA-wide system of support and collaboration for teachers regarding curriculum, instruction and assessment.
2. The LEA has not identified key standards nor monitored their consistent implementation through the use of pacing guides and common formative assessments in all grade levels.
3. The tasks all students (including special needs) are asked to do don't reflect the rigor of the core standards.

Conditions for Improvement:

IF the district identifies, implements and monitors key standards, creates and follows pacing guides, uses formative assessments and defines effective instruction for *all* students, *THEN* there would be evidence of academic and behavioral rigor for all students and student engagement and achievement would increase

Recommendation:

B1: The district will:

- Identify essential standards
- Review alignment of high school materials to standards (K-8 materials are SBE approved)
- Create/follow pacing guides based on selection of essential standards
- Use formative assessments to drive instruction
- Provide intervention for students who are not meeting standards
- Adopt district-wide agreement for use of a common instructional model that is researched based and focused on implementing first, best instructional practices in all classrooms
- Monitor and adjust the educational program of students with special needs based on a frequent review of their individual progress
- Develop a curriculum articulation plan that ensures a smooth transition from elementary school to high school
- Develop an articulation plan that ensures a smooth transition from preschool to kindergarten

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Teachers, including Special Ed and ELD staff, will identify essential standards in	Elementary Principal High School Principal	Sept. 2010	List of essential standards	Extra Duty Pay: \$18,000 DAIT Team:	Title I Set-aside;	PG1.1; PG 2.2; PG3.1; PG 3.2; PG 1.5; PG 1.9

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
reading, language arts, mathematics and ELD.	Coach Content Experts			\$9,000 Total: \$27,000		
2. Teachers will review reading, language arts, math and ELD curriculum to identify where essential standards are taught and confirm adequacy of core and ancillary materials.	Principals Coach Content Experts	Sept. 2010	List of instructional materials to be purchased	Included above Possible additional Instructional Materials if determined necessary	Title I Set-aside	PG1.1; PG 2.2; PG 1.5; PG 1.9
3. K-8 teachers will review and update current pacing guides to reflect emphasis on essential standards.	Coach Content Experts	Sept.2010	Pacing Guides	Included above	Title I Set-aside	PG1.1; PG 2.2; PG 1.5; PG 1.9
4. High school teachers will develop and/or revise pacing guides to support implementation of essential standards in reading, language arts, math, and ELD.	Coach Content Experts	Sept.2010	Pacing Guides	Included above	Title I Set-aside	PG1.1; PG 2.2; PG 1.5; PG 1.9

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
5. K-8 teachers will review current formative assessments/develop new assessments as needed for alignment with standards and curriculum.	Coach Content Experts	Oct. 2010	Copies of formative assessments	DAIT Team Content Experts: \$6,000 Substitute Teachers: \$1,500 Total: \$7,500	DAIT	PG1.1; PG 2.2; PG 1.5; PG 1.9
6. High school teachers will develop/identify formative assessments that focus on providing information regarding student achievement of essential standards.	Coach Content Experts	Oct. 2010	Copy of formative assessments	Included in B1.6	N/A	PG1.1; PG 2.2; PG 1.5; PG 1.9
7. An assessment schedule will be developed and integrated into curricular pacing schedules.	Coach Content Experts	Oct. 2010	Schedule of formative assessments embedded in Pacing Guide	Included in B1.6	N/A	PG1.1; PG 2.2; PG 1.5; PG 1.9
8. Teachers will implement formative assessments.	Coach Principals	Oct. 2010	Copy of results of formative assessments Review of data from Data	None	N/A	PG1.1; PG 2.2; PG 1.5; PG 1.9

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
			Director			
9. The elementary and high school will develop a model for providing intensive and strategic intervention for students identified through formative assessment as needing additional support in ELA.	Principals Coach	June 2011	Pyramid of intervention for ELA	included in content expert days within district	N/A	PG 1.9; 2.2
10. The elementary and high school will develop a model for providing intensive and strategic intervention for students identified through formative assessment as needing additional support in mathematics.	Principals Coach	June 2011	Pyramid of intervention for mathematics	Included in content expert days within district	N/A	PG 1.9; 2.2
11. The elementary school will review their current data driven model for identifying students	Principal coach	June 2011	Written plan for using assessments to identify students for	Included in content expert days within district	N/A	PG 1.9; 2.2

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
for intensive and strategic intervention in ELA and mathematics and update.			intervention			
12. The high school will develop a data driven model for identifying students for intensive and strategic intervention in ELA.	Principals Coach	January 2011	Written plan for using assessments to identify students for intervention	Substitutes: 3 days \$450 DAIT Team: 1 person 3 days \$2250 Total: \$2700	DAIT	PG 1.9; 2.2
13 .Intensive intervention classes will be implemented utilizing the appropriate minutes of instruction that have been designed to fully implement the curriculum in ELA.	Principals	March 2011	Master schedules	None	N/A	PG 1.9; 2.2
14. Data will be reviewed to determine the effectiveness of intervention programs.	Principal Coach	Quarterly, beginning 2011-12	Assessment results	None	N/A	PG 1.9; 2.2
15.Research-based	DAIT	June 1,	Strategies	DAIT Team	Title IIA	PG 3.9; PG 1.1; PG 2.2; PG

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
instructional practices that emphasize first, best instruction will be identified.		2011	presented to instructional staff	2 days \$1,500	4035	2.4
16. Training will be provided to all instructional staff on research-based instructional practices for inclusion in district wide model of instruction.	DAIT Team; Principals	Sept. 2011 (pre-school inservice)	Minutes from planning sessions Written outline of agreement for implementation of instructional strategies	Consultant Contract for training and implementation support: \$10,000	Title IIA 4035 11-12	PG 3.9; PG 1.1; PG 2.2; PG 2.4
17. Teachers/classified will implement district agreed upon model of instruction.	Principals Content Experts Teachers	School Year 2011-12	Observation logs	None	N/A	PG 3.9; PG 1.1; PG 2.2; PG 2.4
18. The district will monitor implementation of the agreed upon district model of instruction.	Principals	School Year 2011-12	Observation logs	None	N/A	PG 1.8
19. The middle school and the high school staff will articulate curriculum to ensure a smooth flow from elementary	Principals	April/May 2011	Articulation plan	DAIT Team: \$1,500 Substitute Teachers: \$1,500 Total: \$3,000	DAIT	PG 1.5; PG 1.7 PG3.3; PG3.8; PG 3.10

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
to high school.						
20. The middle school and the high school staff will review current academic requirements for athletic eligibility to ensure that all are following the district requirements.	Principals Coaches	October 2010	Minutes of meeting	None	N/A	PG 3.3; PG 3.8; PG 1.6; PG 1.9; PG 1.10
21. A representative team from the high school, including the principal, will participate in the Mendo-Lake Network.	High school principal MCOE C&I Director	Registered by July 1, 2010	Attendance at Network Sessions; work products from Network	Substitutes: 4 teachers 4 meetings \$2,400; Registration Assuming 5 team members \$4,500 Total: \$6,900	Title II A 4035	PG 1.2; PG 1.2; PG 1.5; PG 1.9; PG 1.8; PG 2.3;
22. The preschool and kindergarten staff will review the preschool curriculum in relation to meeting the state preschool foundations expectations and the kindergarten	Preschool director Head Start Director Kindergarten teacher	March 2011	Written curriculum agreements	Substitutes: 2 days \$300 Preschool consultant/DAIT Team 2 days \$1500	DAIT	PG 1.1; PG 1.3; PG 1.5; PG 1.7; PG 1.9; PG 1.8; PG 2.3

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
standards to ensure a smooth flow from preschool to kindergarten.				Total: \$1800		
23. The preschool and kindergarten staff will develop a Kindergarten Transition plan for movement from preschool to kindergarten.	Preschool director Head Start Kindergarten teacher Principal	January 2011	Written transition plan	Included in B1.22		PG 1.1; PG1.3; PG 1.5; PG 1.7;PG 1.9;PG 1.8; PG 2.3
24. A .5 FTE appropriately credentialed teacher will be hired to support the instructional program for all EL students in the district. EL teacher duties will be re-written to include CELDT coordination and administration. Testing materials, distribution, return completed tests to testing agency, hand score CELDT assessments for site	Superintendent Site Principals	August 2010	Signed contract Description of district responsibilities of EL Teacher	\$40,000	Title III; EIA LEP	PG 2.1; PG2.2; PG2.3; PG2.4;PG2.5;PG2.6 PG2.7;PG2.8;PG2.9;PG2.10

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
placement and articulate student score progress to appropriate classroom teacher.						
25. High school core content instructors will align all core courses to the California Standards and the UC requirements for A-G classes. Teachers will be trained in the A-G update process and how to use the A-G course description template. Teachers will write up their A-G course descriptions and submit for approval.	High School Principal High School Counselor	November 2010	Completed course descriptions that have been submitted and approved by UC system	4 days of substitutes \$600	Site-based	PG5

Recommendation:

B2. The district will develop a clear system of monitoring the implementation of all areas of focus (see Recommendation #1), including the appropriate level of rigor in implementation of the standards, as reflected in the tasks that students are asked to do to meet standards. Special education and English learner systems will provide quality programs that adequately make available additional support as identified through individual student learning plans and maximize the opportunity for students to engage with the core curriculum.

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Principals will receive training in how to monitor the implementation of the curriculum and district-wide instructional strategies.	DAIT Team Principals	November 2010	Monitoring materials; documentation of the training	DAIT Team 1 day \$750 Total: \$750	DAIT	PG1.8;PG3.5;PG 2.5
2. All administrators (Supt and site principals) will be assigned an Implementation Coach who will meet monthly with the administrator and provide coaching assistance in the implementation of the LEA Plan.	DAIT Team Superintendent	Begin July 2010	Monthly reports from coaching meetings; implementation level of the plan at sites and in the district	3 coaches: 2 days per month/11 months @750 per day Total: \$49,500	DAIT	PG1.8;PG3.5;PG 2.5
3. Outside consultant will monitor the implementation of agreed upon instructional strategies in classrooms 3x in 2011-12 school year.	DAIT Team Principals	School Year 2011-12	Results from the monitoring visits	Included in contract – see B1.16	Title I 11-12	PG1.8;PG3.5;PG 2.5
4. Instructional coach/Content Expert Consultants will incorporate examples of appropriate rigor of student tasks into collaborative grade level/department meetings.	DAIT Team Instructional Coaches Principals	School Year 2010-11	Minutes from collaborative meetings; artifacts shared at meetings			PG1.1; PG1.5; PG 1.8; PG 1.9; PG 2.4; PG
5. High school staff members will visit a small high school (Roseland University Prep) to	High school principal; DAIT Team	November 2010	Report back to high school staff on visit	Mileage: \$800	DAIT, Site-based Title I	PG1.1; PG1.2; PG1.5;PG1.9; PG 2.6; PG2.4;

Action	Person / Responsible	Timeline accomplished by	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
observe an example of implementation of rigor into the high school program.				Subs: \$900 Total: \$1700		PG3.5;PG3.9
6. Elementary school staff members will visit a small elementary school (tbd) that has similar socioeconomic levels and exhibits high levels of student achievement to observe an example of implementation of rigor in elementary/middle school classrooms.	Elementary school principal; DAIT Team	November 2010	Report back to staff on visit	Included in B2.5		PG1.1; PG1.2; PG1.5;PG1.9; PG 2.6; PG2.4; PG3.5;PG3.9

Recommendation:

B3. The district will continue to provide time for teacher collaboration, with a focus on analysis of student achievement data for all students, including special populations, and development of lessons of rigor.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. The district will develop a plan to provide teachers with collaboration time on a weekly basis. Two hours/month of collaboration time will focus on ELA and two hours/month will focus on mathematics. Collaboration time will	Superintendent Elementary Principal High School Principal DAIT MCOE C&I	July 2010	Schedule for collaboration, including time for analysis of formative assessments	Facilitate Plan Development: \$1,500 Ongoing Collab./ Support (2 days/month): \$15,000	DAIT	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
include: <ul style="list-style-type: none"> • Time for analysis of formative assessments • Time to formulate lessons that focus on student rigor • Time to focus on strategic interventions and differentiation of instruction to meet needs to special education and English learner students 				Substitute Costs: \$2,700 Total: \$19,200		
2. The instructional day schedule will be modified to implement the district plan for collaboration.	Superintendent Elementary Principal High School Principal	August 2010	Daily schedules	None	N/A	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;
3. Teachers will be trained in methods to analyze formative assessment data results.	Coach MCOE C&I	October 2010 Follow-up in January 2011	Training outline/agenda	None – will take place during collaboration time	N/A	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;
4. Release time will be provided for teachers to meet with coach and principal to review data and develop modifications to instruction and individual student action plans.	Elementary Principal High School Principal	October 2010 – ongoing following formative assessments	Schedule of release time	12 substitute days - \$1,800	Title IIA	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
5. All teachers will be trained in how to develop student tasks that are rigorous in nature and how to analyze student work for rigor.	MCOE C&I Coach	November 2010; Follow-up February 2011	Copy of training outline List of attendees	None- early release days	N/A	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;
6. Each month, teams of teachers will review student work for rigor.	Principals	December 2010	Minutes from meetings	During collaboration time	N/A	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3;
7. Collaboration will be monitored for focus, appropriate use of time, and effectiveness.	Principal DAIT	Quarterly, beginning in October 2010	Observation of collaboration meetings Review of minutes from collaboration meetings	None	N/A	PG 1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG3.3; PG 1.8

Recommendation:

B4. The district will consistently implement the adopted PBIS behavioral system. Data will be collected on a frequent basis and analyzed to inform policies and procedures related to student behavior and discipline practices.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Teachers and classified staff will be trained in the adopted PBIS behavioral system.	Superintendent	August 2011	Roster of attendees Outline of training	Consultant contract \$10,000	Title I Set-aside 11-12	PG1.10; PG3.3; PG3.9
2. A District PBIS oversight	Superintendent	September	list of district	None	N/A	PG1.10;

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
committee will be formed. The roles and responsibilities of the district oversight committee and the school site committees will be outlined.		2011	oversight committee members written outline of roles and responsibilities of district oversight and school committee			PG3.3; PG3.
3. School sites will form school PBIS implementation committees.	Principals	October 2011 Monthly meetings	List of school implementation committee members Minutes of meetings	None	N/A	PG1.10; PG3.3; PG3.
4. Rules will be developed for schoolwide implementation and students will participate in training that focuses on understanding the rules.	Principals	October 2011	List of rules Outline of training that each student has received	None	N/A	PG1.10; PG3.3; PG3.
5. Data on student behavior will be collected and analyzed by the school implementation teams on a monthly basis. Modifications/new focus will be developed based on student behavior data.	Principals	Monthly, beginning in October 2011	Minutes of meeting Written analysis of data, including modifications/new focus areas	None	N/A	PG1.10; PG3.3; PG3.
6. School implementation teams will develop a consistent program for intervention and reteaching skills for students who are not being successful in	Principal, with assistance from school implementation team	Monthly, beginning in November 2011	Intervention plan	None	N/A	PG1.10; PG3.3; PG3.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
monitoring behavior.						
7. All staff will be trained in classroom behavioral management strategies that focus on maximal engagement in learning activities.	Superintendent	Beginning Fall 2011	Rosters of attendance Outline of presentations	B4.1	NA	PG1.10; PG3.3; PG3.

C. FISCAL OPERATIONS

Identified Performance Issues:

1. There is no evidence that budgeting and expenditure decisions are guided by a district-wide plan for instructional priorities.
2. There is a significant loss of revenue to the district due to overall low student attendance.

Conditions for Improvement:

IF revenues could be increased by improved student attendance rates, and expenditures were guided by the implementation of the LEA & SPSA plans, *THEN* student achievement would increase.

Recommendation:

C1. Create a system for all district & site budget development and expenditures that is driven by the instructional goals of the LEA plan/SPSA

- Establish purchasing system that ensures all purchases are in alignment with the LEA plan
- Establish process where restricted expenditures are used first in order to ensure alignment with various plans;
- Develop and institute a site allocation system for budgeting
- Create and train all involved staff on a process for schools to manage & monitor site budget plans

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1.Align the district budgets to reflect the priorities of the newly adopted LEA Plan	District business manager School Services - Janelle Kubinec	June 2010	Budget for the LEA Plan	Consulting time w/School Services 2 days @ \$1500= \$3,000	DAIT	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist
2. Ensure that staffing costs are aligned with LEA Plan.	District business manager School Services	Sept. 2010	List of all staff with costs and budget line	Included in C1.2		PG 2.6; PG 3.6; PG 3.10; Federal and State

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
	-Janelle Kubinec					Programs Checklist
3. Incorporate into requisition process check for alignment of request to the LEA Plan; and appropriate coding of expense to align with funding source identified in LEA Plan.	District business manager District accounts payable clerk	Sept. 2010	Sample of requisition and check of how it is processed to ensure alignment to LEA Plan.	None	N/A	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist
4. Develop system for identifying and closely monitoring the expenditure of all categorical and grant monies in order to ensure their timely expenditure.	District business manager	October 2010	Document that lists all categorical and grant programs with timelines for expenditures of monies. Include monitoring/list of ASB funds.	None	N/A	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist
5. Develop SPSA for both schools to support the implementation of the LEA Plan	Superintendent Site Principals Business Manager DAIT Team Janelle Kubinec	Sept. 2010	SPSA Plans aligned to support the implementation of the LEA Plan	1 day SSC \$1500	DAIT	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist
6. Build site allocations based upon LEA Plan and SPSA priorities.	District business manager Superintendent Site principals	October 2010	Site Budgets	None	N/A	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
7. Conduct training for site administrators regarding the management of their site level allocations. Include ASB training.	District business manager School Services - Jannelle Kubinec	November 2010	Meeting minutes; materials presented to administrators and ASB advisors	Consulting time with School Services 1 day \$1500	DAIT	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist
8. Hold monthly budget monitoring meetings with Site Administrators in order to ensure accurate, timely, plan-aligned expenditure of site level allocations.	Superintendent District Business Manager Site Principals	Begin October 2010	Meeting minutes	None	N/A	PG 2.6; PG 3.6; PG 3.10; Federal and State Programs Checklist

Recommendation:

C2. Develop district-wide attendance system that focuses on early and immediate intervention for students at-risk of becoming habitual truants, including special needs students.

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Identify district office staff and school site staff who will be primary contacts re: attendance issues. Clarify responsibilities regarding attendance that will be taken on at school sites, and at the D.O.	Supt. D.O Attendance Secretary Site Secretary	August 1, 2010	List of personnel responsible for student attendance issues within the district	None	N/A	PG 1.4; PG2.8; PG3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
2. Provide mandatory Aeries training for all personnel using Aeries for attendance and scheduling.	Superintendent DAIT to assist in arranging Persons to attend: D.O. Attendance Secty; School Secty (High School and Elementary); HS counselor	August 2-3, 2010	Attendance records from training; training topics	\$1100 per day plus expenses Total: \$3,000	DAIT	PG 1.4; PG2.8; PG3.9
3. Ensure that the data in the attendance system/Aeries is accurate for all enrolled students.	Superintendent D.O. Attendance Clerk Site Secretaries	Sept. 15, 2010	Reports run from Aeries with all students accounted for and accurately placed in classes	None	N/A	PG 1.4; PG2.8; PG3.9
4. Establish, communicate and monitor the implementation of clear attendance procedures to be implemented by <u>all staff</u> including: expectations for teachers in taking attendance in classes (include in pre-service days); expectation for site secretary to make home contact re: student absences; monitoring of attendance procedures by site principals	Superintendent Site principals	Start of school year 2010-11	Written procedures for student attendance monitoring with clear expectations for teachers, site secretaries and D.O secretary, records at site level of contacts made regarding absences	None	N/A	PG 1.4; PG2.8; PG3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
5. Conduct community outreach and provide information regarding the importance of student attendance: examples include articles in media; district representative to local community groups; bulletin boards; information included in Back to School packets; teachers present importance of attendance at Back to School Night, etc. Include involvement of Community Connections Committee (see D1.2)	Superintendent Site Principals Bronco Grant Coordinator	Begin August 1, 2010	Artifacts from community presentations; articles in newsletters; information sent home to parents; memo to teachers to emphasize the importance of attendance for Back to School Night, etc. Use district website, marquee	Postage, materials, food, child care etc. \$2,000	Title I Parent Involvement Set-Aside (1% of Title I)	PG2.8; PG3.9
5. Coordinate with Bronco Grant Coordinator the process for home contacts for students identified as potentially truant	Bronco Grant Coordinator	Begin July 2010	Minutes from meetings; written procedures to be shared and implemented by all staff regarding attendance	None	Bronco Grant	PG2.8; PG3.9
6. Include in Management Team meetings (monthly) a review of student attendance reports from each site	Superintendent	Implement Sept. 2010	Minutes from Management Meetings; reports submitted by principals	None	N/A	
7. Convene committee whose	Superintendent	Establish	Minutes from	Materials/Food	Bronco	PG2.8;

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
task will be to develop Attendance Incentives which will result in higher student attendance. Representatives for the committee should include: teachers; office secretaries from both schools; D.O. attendance staff; an administrator; Bronco Grant Coordinator; a parent from each school. Incentives listed in the DSLT minutes from May 19, 2010 to be considered. Link to increasing revenue in order to fund program.	Bronco Grant Coordinator Site administrators	committee and hold first meeting by Dec. 1, 2010	meeting including list of committee members	\$500	Grant	PG3.9
8. Implement Attendance Incentive suggestions from committee.	Superintendent Bronco Grant Coordinator Site Administrators	February 2011	Written records of implementation of incentives, and impact on student attendance	\$5,000	Unrestricted General – from increase in revenue due to increased attendance	PG2.8; PG3.9
Review Board Policy on Student Attendance	Superintendent Governing Board	Dec. 1, 2010	Board Agenda and minutes	None	N/A	

D. PARENT AND COMMUNITY INVOLVEMENT

Identified Performance Issues:

1. The point of entry for parent involvement regarding student achievement throughout the district is not clear.
2. There is a lack of a two-way communication system between parent/community and the district regarding student achievement, academic expectations & accountability requirements.

Conditions for Improvement:

IF interactions between parents/community and the district were “safe” and respectful, with a clear system of communication established and practiced between parents/community/and the district, *THEN* the entire community (parents/community/district) can focus their communication on improving student achievement.

Recommendation:

D1. Processes and expectations for consistent school to home AND home to school communication will be established, implemented, monitored and reviewed.

- Multiple vehicles for communication will be incorporated
- Investigate alternative structures for parent/teacher conferences, etc.
- Consider alternative locations for board meetings, school meetings, etc. that might better engage the community

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Define responsibilities of Bronco Grant Coordinator to include outreach and communication into the community on behalf of the district, as directed by the superintendent.	Superintendent Bronco Grant Coordinator	Implement July 2010	Dates of community meetings attended by coordinator; district communication statements published in local media;	60% FTE	Bronco Grant	PG 1.6; PG2.8
2. Provide time during the first two weeks of school during the school day	Superintendent principals	September 2010	Sign-in for parents and students attending	None	N/A	PG 1.6; PG2.8; PG 3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
(minimum days) for the purpose of conducting parent and student conferences to share the following information and expectations: curriculum; standards; behavior; attendance; EL notifications as appropriate			conferences; copy of schedule, with rescheduling done as needed to obtain 100% parent participation			
3. Create a Community/District Communication Committee (combine with E2.6) with a representative from all core community groups (i.e. Parent organizations, SSC and PTO ,Tribal Council, Library Committee, ICWA, Tribal TANF, etc.); a district administrator, Bronco Grant coordinator, a teacher and a classified member. The goal of this group is to brain-storm and finalize two-way communication systems between the district and community.	Superintendent Bronco Grant Coordinator	First meeting Sept. 2010	Minutes from meeting; list of members; suggested actions to be taken	Materials, postage etc. \$500	DAIT	PG 1.6; PG2.8
4. Develop a clear explanation of how families are to interpret their child’s CST results .Include information in	DAIT team to provide explanation; Principals to	Upon receipt of student testing	Copy of information sent home; principal reporting that information was	Mailing costs: \$200	No additional cost – include in	PG 1.6; PG 2.8; PG 3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
notice home with individual CST results	include explanation with test results.	results – July 2010	included in CST testing results.		current mailing	
5. Design and send home to all families, and include in media outlets, a report on district testing/accountability results upon release of the Accountability Progress Report by CDE.	Superintendent DAIT Team to assist with preparation of information to be shared	Upon release of APR by CDE anticipated early Sept. 2010	Copy of information sent; list of organizations/media to whom information was sent	Mailing costs: \$200; incorporate into current mailings in Sept.	No additional cost	PG 1.6; PG 2.8; PG 3.9
6. Contact local community groups (requested by Tribal Council in particular) to schedule a presentation of the district's goals, educational programs, assessment results, and how the community and parents can help the schools and students.	Superintendent DAIT Team to assist in presentation on data	Upon release of APR by CDE anticipated early Sept. 2010	List of organizations contacted; list of organizations where information was presented	DAIT Team – part of contract	DAIT	PG 1.6; PG 2.8; PG 3.9
7. Include in Back to School information for teachers, information on how to answer parent questions regarding their child's CST results. Incorporate the school/district testing information into Back to School Night Information for parents.	DAIT team to provide information; Principals to implement at each site	Sept. 2010	Agendas for staff training in pre-school inservice days; hand-outs from Back to School Night that include testing information	DAIT Team – part of contract	DAIT	PG 1.6; PG 2.8; PG 3.9
8. Include in school	Site principals	Prior to	Section in school	Publication	No	PG 1.6; PG

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
handbooks information for parents on how they can stay informed on their child's academic progress.		start of school 2010	handbook that addresses how parents can access information regarding student achievement	of handbooks	additional costs	2.8; PG 3.9
9. Develop and conduct Parent Communication Survey to determine needs and guide decisions regarding communication with the district.	Bronco Grant Coordinator Superintendent	September 2010	Results from Parent/Community Survey	Incentives for doing survey; \$500	Title I Parent Involvement Set Aside; DAIT	PG 1.6; PG 2.8; PG 3.9
10. Create survey for instructional staff to determine needs and guide decisions regarding communication with parents/community.	Bronco Grant Coordinator Superintendent	September 2010	Results from Instructional Staff Survey	None	N/A	PG 1.6; PG 2.8; PG 3.9
11. Schedule Round Valley Board of Trustees Meetings at alternative sites within the community in order to encourage community attendance.	Superintendent RV Board Chair	November 2010	Agendas/minutes from Board of Trustees	None	N/A	PG 1.6; PG 2.8; PG 3.9
12. Identify at each school site an ongoing process/program for teachers to initiate positive contact with students and their families; i.e. regular phone	Site Principals School staffs	September 2010	Written description of positive contact plan; monthly monitoring of implementation	Postage/other \$500	Site budgets	PG 1.6; PG 2.8; PG 3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
calls to share positive academic or behavioral growth; postcard home with positive feedback; etc. Develop a model for site principals to use in monitoring contacts.			evidence by principal			
13. Identify at each school site an ongoing process/program for the site administrator to initiate positive contact with students and their families; i.e. regular phone calls to share positive academic or behavioral growth; postcard home with positive feedback; monthly coffee with the principal, etc. Develop a model for superintendent to use in monitoring contacts.	Superintendent Site Principals	September 2010	Written description of positive contact plan; monthly monitoring of implementation evidence by Superintendent	Included in D1.12	Site budgets	PG 1.6; PG 2.8; PG 3.9
14. Establish election/selection process, and seek parent/community membership, for elementary and high school Site Councils, DELAC, and PTO Organizations.	Site Principals	October 2010	Membership lists for Site Council at each site; PTO	Child care; snacks etc. for meetings	Site funds	PG 1.6; PG 2.8; PG 3.9
15. Utilize phone alert system to inform parents of all school	Principals	Beginning in	Log of use of system	None	N/A	PG 1.6; PG 2.8; PG 3.9

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
events.		September 2010				
16. Obtain phone contact information from all parents and place updated information into the phone alert system.	Principals District Office overseeing phone alert system	Monthly, beginning in October 2010	Review of updated contact list changes within system	None	N/A	PG 1.6; PG 2.8; PG 3.9

E.HUMAN RESOURCES

Identified Performance Issues:

1. The roles, (who does what); responsibilities (what each role is expected to do) & procedures (how things get done) are not clear for the management of human resources throughout the LEA in all job classifications: Classified, Certificated, and Administrative.
2. Staff turnover in all job classifications is exceedingly high.

Conditions for Improvement:

IF roles, responsibilities and procedures for hiring, evaluation, dismissal, and retention of staff in all job classifications were established and followed, *THEN* there would be fewer unfilled positions and a lower rate of turnover across all district positions, resulting in the possibility for greater connections within the district and community.

Recommendation:

E1. Develop Human Resources protocols for:

- Hiring
- Posting/creation of positions
- Evaluation procedures for all staff
- Tracking for evaluation completion
- Attendance analysis and action planning for all staff
- Adopt new evaluation tools that align with LEA plan
- Position control
- Processes for early recruitment including early notification in prior year
- Monitoring of the implementation of the Human Resource protocols

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Identify the role of the various district office staff (supt., business manager, administrative assistant) in the support and implementation of	Superintendent	July 1, 2010	Staff identified and responsibilities delineated	None	N/A	Compliance with all Title II Requirements PG3.1-10

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
Human Resources.						
2. Identify consultant to assist in the development of the HR protocols (see Recommendations for list of Protocols to be developed)	DAIT lead Superintendent	July 1, 2010	Contract with HR consultant	10 days @ \$750 per day \$7500	DAIT	Compliance with all Title II Requirements PG3.1-10
3. Bring protocols to district leadership and appropriate union leaders for input	Superintendent Consultant	August 1, 2010	Minutes/written input from district leadership and union leaders	None	N/A	Compliance with all Title II Requirements PG3.1-10
4. Develop and produce employee handbooks with incorporated protocols	Superintendent Consultant Administrative Assistant	August 15, 2010	Draft Employee Handbook	Included in above consultant cost	N/A	Compliance with all Title II Requirements PG3.1-10
5. Present protocols and employee handbooks to board of trustees.	Superintendent	First August 2010 Board of Trustees Meeting	Minutes from August 2010 Board Meeting	None	N/A	Compliance with all Title II Requirements PG3.1-10
6. Review contents of and distribute handbooks to all staff	Superintendent Union Leaders Administrative Team	October 1, 2010	Minutes from meetings at which handbooks are shared	None	N/A	Compliance with all Title II Requirements PG3.1-10

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
7. Develop Certificated Evaluation forms and procedures which are aligned with the California Standards for the Teaching Profession, and the district's LEA Plan.	Superintendent Union Leaders Administrative Team HR consultant	October 1, 2010	Minutes from meetings; approved Evaluation Form and procedures	Included in above consultant costs		Compliance with all Title II Requirements PG3.1-10
8. Develop monitoring system for implementation of HR protocols.	Superintendent Administrative Team HR Consultant	October 1, 2010	Monitoring tasks assigned to each step of new protocols	None	N/A	Compliance with all Title II Requirements PG3.1-10
9. Monitor implementation of HR Protocols	Superintendent Administrative Team	Begin Oct.1 2010	Monitoring documents; review of hiring records, completed evaluations etc.	None	N/A	Compliance with all Title II Requirements PG3.1-10
10. Develop and implement system for monthly monitoring and reporting of staff attendance, with an emphasis on instructional staff.	Superintendent	Begin Sept. 2010	Monthly reports	None	N/A	Compliance with all Title II Requirements PG3.1-10

Recommendation:

E2. Develop systems of support for all staff including:

- Review of BTSA program
- Develop mentoring system for all new staff
- Create and foster connection between teachers & community

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Identify administrator to oversee implementation of BTSA and mentoring programs in district	Superintendent	July 1, 2010	Administrator identified	None	N/A	Compliance with all Title II Requirements PG3.1-10
2. Contact county BTSA representative and Region I BTSA Director/County BTSA Contact to review current BTSA services for RV teachers and determine if modification to the program will be made	Administrator responsible for BTSA	Sept. 1, 2010	Written plan for implementation of BTSA in RV	None	N/A	Compliance with all Title II Requirements PG3.1-10
3. Design a process for identifying BTSA support providers that meets the needs of newly	Administrator responsible for BTSA Regional BTSA Director County BTSA	Oct. 1, 2010	Written plan for identification of support providers	None	N/A	Compliance with all Title II Requirements PG3.1-10

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
hired teachers	Contact					
4. Form a Personnel Mentoring Committee, with membership from classified, certificated, administration, board and community, to establish a program to mentor all personnel (classified, certificated, administrative) new to the district. The committee will initially focus on development of a comprehensive orientation program	Superintendent Principals RVTA President CSEA President	October 2010	Written RV mentoring program that addresses all constituents	Substitutes for meetings: Total: \$500	DAIT; ongoing for Instructional Staff Title II	Compliance with all Title II Requirements PG3.1-10
5. Review mentor support program with Board of Trustees and employee associations to obtain input	Superintendent	November 2010	Minutes from meetings	Budget to support implementation of Mentor Program \$5000	DAIT	Compliance with all Title II Requirements PG3.1-10
6. Form an Information Connections Committee, with membership from	Superintendent Tribal Council Community	October 2010 start meeting/plan	Written RV plan for fostering connections	Budget to support committee:	DAIT	Compliance with all Title II

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
classified, administration, and community, to identify and establish opportunities for increasing positive connections between the school and the community	Rep. District rep. Board rep.	developed for implementation start of school year 2011		\$500		Requirements PG3.1-10

Recommendation:

E3. Develop hiring/retention incentives - System may include hiring incentives, promotion of APL loan, and unique/specialized recruitment processes.

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Research hiring and retention incentives that are in use in education systems	DAIT Team HR Consultant	August-October 2010	Written information on incentive systems, APL loans, community college programs, other	Part of DAIT contract	DAIT	Compliance with all Title II Requirements PG3.1-10
2. Form district work group with representative(s) from administration, teacher,	DAIT Team RV Admin team Board Rep HR	October 2010	Minutes from meeting	Part of DAIT Contract; Part of HR Consultant Contract	DAIT	Compliance with all Title II Requirements

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
classified, business manager, and board to develop Incentive Plan for district hiring and retention of employees	Consultant					PG3.1-10
3. District work group prioritizes options for incentives and develops plan for incorporation of incentives into HR protocols and practices	District Superintendent District work group	January 2011	Proposed Incentive Plan for RV	TBD by committee recommendation	Can use up to 5% of Title I for teachers; (\$10,000 avail) Title IIA for teachers/admin	Compliance with all Title II Requirements PG3.1-10
4. Review Incentive Plan with Board of Trustees	Superintendent	February 2011	Board Minutes	None	N/A	Compliance with all Title II Requirements PG3.1-10
5. Include incentives into newly developed HR protocols	Superintendent	August 2011	Amended HR protocols; position postings including incentives	TBD by committee recommendation	Title II; Title I	Compliance with all Title II Requirements PG3.1-10

F. DATA SYSTEMS AND MONITORING

Identified Performance Issue/s:

1. There is no LEA-wide assessment system. As a result, there is no comprehensive system for using data in instructional decision making; what data is there isn't uploaded into the management system, and data is not used consistently.

Conditions for Improvement:

IF an LEA-wide assessment system (*including what is to be assessed; what are the assessment tools; when assessments are to be given; which students are to be included; how is the information uploaded into the data system, etc*) is designed and communicated to all staff with explicit and monitored expectations, *THEN* data will be used to inform instruction on an ongoing basis.

Recommendation:

F1. Design, communicate, implement and monitor an LEA-wide assessment system to include:

- what standards are to be assessed
- frequency of assessments
- process for analysis of data
- how to design modifications to classroom instruction based on data results

F2. District needs to identify roles, responsibilities, timelines and tools to create and maintain the assessment system.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. See Alignment of Curriculum, Instruction and Assessment Implementation Plan B1.5-8	See B1.5-8	See B1.5-8	See B1.5-8	See B1.5-8	See B1.5-8	See B1.5-8
2. Provide Data Team training, including possible protocols for data team meetings for the elementary school. Incorporate training/tools that have been previously used in elementary	Principals DAIT Team Instructional Coach	First meeting to be held by Feb. 1, 2011	Agreement on data team protocols and sign in from training sessions.	Hold during collaboration time	N/A	PG1.1; PG1.2; PG1.5; PG1.9 PG2.3; PG 2.7; PG 3.3;

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
and middle school.						PG 3.9
3. Provide Data Leadership Team training, including possible protocols for data team meetings for the high school.	Principals DAIT Team Instructional Coach	First meeting to be held by Feb. 1, 2011	Agreement on data team protocols and sign in from training sessions.	Hold during collaboration time	N/A	PG1.1; PG1.2; PG1.5; PG1.9 PG2.3; PG 2.7;PG 3.3; PG 3.9
4. Build master calendar for Wed. collaboration days for both elementary, middle and high school to include regular Data Team meetings.	Principals	August 2010	Published calendar for Wed. Early Release Days with Data Team meetings regularly calendared.	None	N/A	PG1.1; PG1.2; PG1.5; PG1.9 PG2.3; PG 2.7;PG 3.3; PG 3.9
5. Model Data Team meeting in which modifications to classroom instruction are discussed and agreed upon.	DAIT Team	Jan 2011	Sign in from training	Hold during collaboration time	N/A	PG1.1; PG1.2; PG1.5; PG1.9 PG2.3; PG 2.7;PG 3.3; PG 3.9
6. Provide training to district and school site personnel regarding class rostering in Aeries.	Superintendent DAIT Team to assist in arranging	August 2010	Sign in from training; list of topics covered; accurate rosters	Training and travel costs: \$3,000 (Included in C2.2)	See C2.2	PG 1.4; PG2.8; PG3.9
7. Link the rostering data from Aeries to the data system in Data Director in order to provide	District data contact MCOE	September 2010	Accurate rosters in Data Director; comparison reports	Included in contract with MCOE for	General Fund (already	PG 1.4; PG2.8; PG3.9

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
accurate data for teacher use in data team meetings.	Technology		between Aeries and Data Director with all students accounted for	technology support	budgeted)	
8.Include in job responsibilities of Instructional Coach the following tasks for both sites: 1.Data accuracy for Data Director 2. Upload of CST and CELDT Data 3. Access/provide training for staff to use Data Director 4. Manage the formative data system: print bubble sheets, scan, input K-3 data 5. Upload formative assessments/ develop protocol for staff to upload assessments	Superintendent Principals	August 2010	Written job description for instructional coach; timely upload of CST and CELDT data; staff training; upload protocol for formative assessments	Instructional Coach position	Title I ARRA; Title II A	PG1.1; PG1.2; PG1.5; PG1.9 PG2.3; PG 2.7;PG 3.3; PG 3.9

G. PROFESSIONAL DEVELOPMENT

Identified Performance Issue/s:

1. There is no LEA-wide professional development plan that addresses all stakeholders (including instructional staff – teachers and paraprofessionals; administration; parents; governance entities).

Conditions for Improvement:

IF a district-wide Professional Development plan focused on academic rigor that aligns all funding sources is created, implemented and monitored, *THEN* learning for all stakeholders and student achievement will increase.

Recommendation:

G1: All teachers and administrators will receive comprehensive training in the use of the adopted English Language Arts and mathematics core and intervention curriculums, including in the training an emphasis on high expectations for students performance/rigor.

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. The district will identify all teachers who need to complete a 40 hour comprehensive training that supports the implementation of the district's adopted core ELA and mathematics programs, and the ELA and mathematics intervention programs.	Elementary Principal High School Principal	June 15 2010	List of teachers needing training in core ELA and mathematics curriculum and ELA and mathematics intensive intervention curriculum	None	N/A	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
2. The district, in coordination with DAIT,	DAIT lead MCOE C&I	July 1, 2010	List of providers/curriculum	None	N/A	PG1.1; PG1.2;

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
will identify providers of comprehensive 40 hour training to support ELA and mathematics core and intensive intervention curricula. Current available training dates and locations will also be developed.			List of training dates/locations for each curricular area			PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
3. The district will develop a plan for all teachers to participate in needed training. The plan will review the following options: <ul style="list-style-type: none"> • Training to occur in RV during summer • Teachers to travel to trainings in summer • Training to occur in RV during fall 2010 through release time or extended hours • Teachers to travel to trainings during fall 2010 	Elementary principal High School Principal Superintendent Business Manager DAIT	June 30, 2010	District Professional Development plan that lists all trainings needed, identification of each teacher's training needs, and design for how training will be accomplished	None	N/A	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
4. Teachers will complete	Principals	January	Certificates of	Registration;	SIG 09-10	PG1.1;

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
comprehensive 40 hour curriculum training in ELA and mathematics.	Superintendent Business Manager	2011	Completion List of teachers and training they have completed	stipends; mileage etc. Total: \$40,000	DAIT	PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
5. The district will design the district's plan for providing 80 hours of structured practicum to support implementation of core ELA and mathematics curricula. 40 Hour ELPD to be included within 80 hour practicum.	Coach Principals Superintendent Business Manager MCOE C&I DAIT	January 2011 (design structured practicum) Complete, including 40 ELPD by end of school year 2011-12	District Professional Development plan that includes plan for providing 80 hour structured practicum	Integrated into other PD costs	N/A	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
6. Teachers will complete 80 hour structured practicum in ELA and mathematics	Coach Principals	June 2012	Certificates of Completion Individual teacher logs that indicate activities/time	Costs: \$450 registration for 25 teachers ELPD Training	Title I Set-aside 11-12	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1;

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
				Assuming during work year \$11,000		PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9
7. Site Administrators will complete Module I of AB 430-like professional development.	Superintendent Site Principals DAIT team to assist in locating training	All completed by June 2011	Certificates from training Module I for all site administrators	Training registration; travel costs; you can get this cost from Sacramento Co Office of Ed	Title IIA	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
8. Paraprofessionals will participate in curriculum-based training in adopted ELA and mathematics programs.	Elementary Principal DAIT Team	Completed by December 2010	Attendance rosters	12 aides 1 day/8 hour training @\$12 Appr. \$1500 Cost of presenter: \$750 Total: \$3,000	Title I	PG1.1; PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9
9. Teachers and	DAIT Team	Fall 2011	Training materials;	Consultant	Title IIA	PG1.1;

Action	Person / Responsible	Timeline (completed by)	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
paraprofessionals will be trained in instructional strategies that support first, best teaching practices within the classroom including differentiation.	Principals		list of persons attending	for training: \$10,000 Assuming during work year	11-12	PG1.2; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;
10. Teachers will be trained in the use of technology to support instruction and actively engage students in learning	Principals	December 2010	Description of trainings re: use of technology with list of attendees	None	N/A	PG1.1; PG1.2; PG 1.4; PG1.5; PG1.9; PG 2.3; PG 2.7; PG2.9; PG3.1; PG3.2; PG3.3; PG 3.4; PG3.5; PG 3.8; PG 3.9;

Recommendation:

G2: All teachers and administrators will participate in coaching support in order to fully implement SBE and standards aligned curriculum as outlined in the LEA Plan

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. The district, in coordination with DAIT, will develop a coaching model to be in place at Round Valley Elementary School and Round Valley High School. This model will include the use of outside content experts.	Superintendent Elementary and High School Principals DAIT MCOE C&I	July 1, 2010	Plan for coaching Recruitment forms MOUs for services	\$60,000 (1 F.T.E) Content expert included in B3.1	Title I ARRA; Title IIA	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10; PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9
2. The district, in coordination with DAIT, will identify the roles and responsibilities of instructional coach in the district schools.	Elementary and High School Principals DAIT MCOE C&I	July 1, 2010	Written statement outlining roles and responsibilities	1 day @750	DAIT	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10; PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9
3. The district will hire coach, and develop contracts for content experts to support instruction (high school model)	Superintendent	August 1, 2010	Coach contract or MOU for services	\$60,000 (1 F.T.E) Content expert included in B3.1	Title I ARRA; Title IIA; DAIT	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10;

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
						PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9
4. The district will share with teaching staff the coaching model and goals for the program that will be in place in schools, including the roles and responsibilities of the coach/es and content experts.	Elementary Principal High School Principal MCOE C&I	August 2010	Copy of meeting agenda at each school site Copy of handouts	None	N/A	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10; PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9
5. The district will arrange for coaching support to the instructional coach. <ul style="list-style-type: none"> • On-site coaching • Participation in Mendocino County coaching network 	Superintendent MCOE C&I	Beginning in August 2010, occurring 2X month on site; Monthly network meetings	Log of coaching visits and focus of visit Minutes from coaching network meeting/attendance data	Included in B3.1	N/A	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10; PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
6. The district will monitor the effectiveness of the coaching program in relation to quality implementation of curriculum	Elementary principal High School principal DAIT	Monthly review of coaching activities and focus	Log of coaching activities/focus Teacher survey at completion of school year	None	N/A	PG1.1; PG1.2; PG1.4; PG1.5; PG1.8; PG 1.9; PG1.10; PG 2.3; PG2.6; PG 2.7; PG 3.1; PG 3.2; PG 3.3; PG 3.5; PG 3.9
7. EL teacher duties will include CELDT coordination and administration, oversight and distribution of testing materials, return completed tests to testing agency, hand score CELDT assessments for site placement and articulate student score progress to appropriate classroom teacher. Professional development for administration of	MCOE EL Teacher Site Principals	August 11, 2010	Certificate from CELDT training	Registration/Stipend/Mileage \$2,000	Title IIA	PG 2.1 – 2.10 Title III

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
CELDT will be provided.						

Recommendation:

G3: Each year the LEA will establish or update a Professional Development plan for all stakeholders that will support the implementation of the annually updated LEA and SPSA plans, with an emphasis on meeting the needs of all students, including special education and English learner students

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Beginning with the 2010-11 school year, the LEA will develop a District Professional Development Plan that will include the following components: <ul style="list-style-type: none"> • Identified need/s • Vision/focus of professional development • Professional development activities that will occur (what, when, where, who involved, costs) • Plan for on-going implementation 	Superintendent Elementary Principal High School Principal MCOE C&I	July 2010	District Professional Development Plan	None	N/A	PG 2.3; PG 2.8; PG 3.1-3.10 (Title II)

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
support						
2. The Board of Trustees will review the District Professional Development Plan.	Superintendent	August 2010	Minutes of Board of Trustees Meeting	None	N/A	PG 2.3; PG 2.8; PG 3.1-3.10 (Title II)
3. SPSA at each site will include professional development components as outlined in District Professional Development Plan.	Elementary Principal High School Principal	August 2010	SPSA with PD plan included	None	N/A	PG 2.3; PG 2.8; PG 3.1-3.10 (Title II)
4. The district will monitor implementation of the District Professional Development Plan.	Superintendent Elementary Principal High School Principal	September, December 2010 March, June 2011	Review of implementation plan	None	N/A	PG 3.1-PG3.10
5. The District Professional Development Plan will be reviewed and rewritten yearly, based on a review of student achievement data, and needs assessments of all constituents.	Superintendent	April each year	District Professional Development Plan Review of data from needs assessments and evaluations	None	N/A	PG 3.1-PG3.10

H. SPECIFIC RECOMMENDATIONS REGARDING HIGH PRIORITY STUDENTS, INCLUDING ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES:

Recommendation:

H1. Update the existing EL Master Plan to include district policies for assessment, placement, expected language acquisition, exiting English learners in ELD support and reclassification.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Hire .5 FTE ELD teacher. See G2.7 for description of job duties.	Superintendent	August 2010	Signed contract	\$40,000 (included in B1.24)	See B1.24	
2. Convene district ELD committee with representation from administration, ELD teacher, preschool director, regular education teacher and independent study teacher to update the existing EL Master Plan	Superintendent EL Teacher	January 2011	Re-written plan	None	N/A	
3. Seek Board approval for updated EL Plan.	Superintendent	January 2011	Board Minutes with approved EL Master Plan	None	N/A	

Recommendation:

H2. Provide staff development regarding instructional delivery strategies that render content comprehensible to students learning English (SDAIE); and instruction to expedite the acquisition of English to meet the district guidelines (1 level minimum annually).

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Identify and provide ELD teacher with current professional development to support instructional delivery strategies. ELD teacher to participate in county-wide ELD Collaborative.	EL teacher DAIT Team MCOE Title III Coordinator	October 2010	Attendance record of EL teacher at appropriate EL training	\$1,000	Title III; Title IIA	
2. Provide opportunity in staff collaboration days to share information from training with instructional staff in K-12.	El Teacher Site Principals	February 2011	Minutes, materials from staff collaboration meetings	None	N/A	
3. All teachers will participate in ELPD as a part of the 80 hour practicum from AB 472.	Superintendent DAIT team to locate training	Start of school year 2011-12	Certificates of participation in ELPD	See G1.5	See G1.5	See G1.5

Recommendation:

H3. Hire a .5 ELD teacher to guide the delivery of ELD to all students, and to oversee the district ELD program including the administration of, scoring, and explanation of scores from the CELDT.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Advertise for .5 ELD teacher. Position may be combined with other teaching assignments in order to recruit for a 1.0 FTE.	Superintendent MCOE HR Department	June 2010	Copies of recruitment materials; posting on EdJoin, etc.	None	N/A	
2. Specify the job duties and	Superintendent	June 2010	Written Job	None	N/A	

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
necessary qualifications of the applicants.	MCOE HR Department Site Principals MCOE Title III Coordinator		description and qualifications of applicants			
3. Hire .5 FTE ELD teacher. See G2.7 for description of job duties.	Superintendent MCOE HR Department	August 2010	Signed contract	\$40,000 (included in B1.24)	See B1.24	

Recommendation:

H4. Provide staff development for all staff providing specialized instruction services to students with disabilities, including material-based training on Intensive Intervention programs in math and RLA.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Provide materials-based training in Inside and Read 180 for appropriate staff.	Site Principals DAIT team to assist with identifying training	Sept. 2010	Certificates of staff attending the training	See B3.1	See B3.1	See B3.1
2. Training on differentiation of math and RLA for students with special needs will be identified and provided to all instructional staff.	Administrator in charge of special ed. Coordination DAIT team to assist with	June 2011	Minutes from staff meetings; materials from training	\$1,000 for special ed. teacher/s to attend and bring back to staff	Title II A	

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
	identifying training					

Recommendation:

H5. Include collaboration among Special Ed and regular education instructional staff in school-level collaboration schedules.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
See B3.1	See B3.1	See B3.1	See B3.1	See B3.1	See B3.1	See B3.1

Recommendation:

H6. Appoint an administrator in the district to oversee the Special Education services.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. With the newly-hired supt., review responsibilities within the district for the oversight of the special education program.	Superintendent MCOE SELPA Program Specialist	July 2010	Written description of oversight responsibilities for administrator	None	N/A	
2. Share role and responsibility for oversight of administrator appointed to oversee special ed. services with staff.	Superintendent Administrator	August 2010	Description given to special education teaching staff	None	N/A	

Recommendation:

H7. Review the delivery model currently in place for Special Education services.

Action	Person / Responsible	Timeline	Results Indicator	Anticipated Expense	Possible Funding Sources	Performance Goal (Refers to LEA Plan Template)
1. Form district-wide committee to review and revise the current delivery of services for Special Ed.	District-appointed administrator DAIT Team to assist	Committee formed and meet by June 30, 2010	Minutes from meeting	DAIT consultant 5 days total 2010-11 \$3750	DAIT	
2. Conduct analysis of current delivery model.	District-appointed administrator DAIT Team to assist	Committee formed and meet by June 2010; continue meeting through August 2010	Minutes from meeting; Written proposed revisions to special ed. delivery model.	See H7.1	DAIT	
3. Present revisions to staff and Board of Trustees.	District-appointed administrator DAIT Team to assist	July Board Meeting; August staff meeting	Minutes from meetings	See H7.1	DAIT	
4. Plan for implementation of revised model for start of 2010-11 school year; include staffing needs in position advertisements etc. for positions as needed.	District-appointed administrator DAIT Team to assist; SELPA Program Specialist	June 2011	Special Ed. Delivery Services Model for 2010-11 School Year	See H7.1	DAIT	

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)

<p>Required Activities</p>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>Round Valley Unified School District will :</p> <p>a. All school sites will ensure that ELD is provided to all LEP students according to the most recent CELDT results as well as ELD benchmark assessments. Student schedules will be reviewed for all LEP students with “less than reasonable fluency” to ensure they receive, at minimum, 30 minutes daily of ELD instruction. ELD instruction will be provided by a certificated teacher with CLAD. ELD instruction will be differentiated by LEP student needs due to the low number of EL students. Language goals will be established to ensure that students progress at minimum of 1 language proficiency level annually. Students who are scoring Early Intermediate overall (LEP 4 or 5) or have been reclassified but not proficient on the CST will have progress goals written with content area (ELA) goals to ensure rigorous achievement of standards and academic proficiency. Goals will be written by a district EL team including, ELD teacher, classroom teacher/ELA teacher, site coach, Title 1 teacher and when available, the student. All students will have goal plans to ensure student progress toward reaching the annual measureable achievement objectives.</p> <p>b. All teachers will participate in the ELPD SB472 training as a part of their 80 hour practicum. Post training, site coaches and administrator will establish a professional development calendar for the school year to focus quarterly collaboration team meetings around the progress of language acquisition for ELs. Results from ELD curriculum assessments will be shared and analyzed to track student progress and determine the need for additional intervention and flexible grouping. The remaining collaboration meetings will be data based according to the essential standards that have been identified under Performance Goal 1 and will include discussion of assessment variety and instructional modifications to ensure that content is provided in a meaningful and comprehensible manner according to the ELPD training.</p> <p>Release time will be provided for teachers to observe SDAIE and ELD instruction in a high performing school with high numbers of EL students in order to improve their own practice.</p>
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		<p>c. Prior to the beginning of instruction during the 2010 school year, site administrators, support staff and DAIT team members will define the AMAO's and Round Valley's progress in meeting the federal requirements. English Learner students will be identified by name, proficiency level and domain proficiency to ensure that all teachers, paraprofessionals and administrators know the language needs of the English Learner students. The independent study coordinator will participate in identifying student language levels and academic needs to ensure that the English Learners who participate in independent study are addressed and served according to their language and academic needs.</p>
	<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>d. After the CELDT scores have been hand scored at each site and are prepared for parental notification they will be shared with all teachers within 30 days of test administration. The annual and initial parent notification letters (California Education Code Section 48985), will include how the teacher, support staff, administrator and school as a whole intends to address the language needs of the student to ensure progress toward reclassification. These letters will be mailed to the family of the LEP student with an invitation to come to the school and discuss the educational plans set forth for the student's academic and language proficiency.</p> <p>Because the district has fewer than 50 English learners, and fewer than 21 at each site independently, the district will establish and maintain a functioning District English Learner Advisory Committee (DELAC) with representation from elementary, middle, and high school families. The DELAC will meet, as required by law, a minimum of six times per year. DELAC members will review district data, programs, action plans, and budgets to advise site and district administrators and the DSLT on programs for English learners.</p> <p>The LEA will ensure that any staff members who are hired to serve EL students in the ELD program or core academic subjects have the appropriate authorizations. The curriculum used to address the linguistic needs of EL students within all LEA programs (school sites as well as independent study) are SBE approved according to the definition provided in sanction six, assigned by SBE.</p> <p>Students will be assessed annually using the CELDT during the annual assessment window prior to October 31st. Hand scoring of CELDT assessments will provide current annual results. Local and state assessment data will be used as multiple measures to ensure appropriate identification of students' language proficiency and academic</p>

performance levels prior to program placement. The district EL team will review assessments (LAS, ADEPT, CELD, etc.) to adopt and implement as benchmark assessments for ELD progress. The K-12 adopted assessment will be administered by the ELD teacher and coach, three times annually to all English learners to monitor progress and provide targets for focusing instruction. ELD grouping will be flexible to meet students needs based assessment results.

Instruction for English learners will include 30 minutes daily, English Language Development, for K-6 elementary school students using SBE adopted materials: *SRA Language and Listening/Writing Curriculum*. 4-8 students who are 2 years or more below grade level in ELA will be served for 2 periods daily using the *Inside* program. High school age English learners will receive two periods daily instruction using *Read 180* program as designed to expedite academic achievement in ELA and ELD. Students on independent study will have their ELD instruction comprised of Read 180. Students who participate in independent study from the high school will report to the school computer lab to access the Read 180 software. Students will be required to complete approximately 120 minutes per week of Read 180 technology.

To ensure that students progress one level of language proficiency (minimum) annually, all ELD instruction will be comprised of the following and monitored during administrative walk throughs:

- Meaningful Oral Language Practice (student to student and student to teacher)
- Explicit academic vocabulary instruction
- Instruction entirely in English with primary language support to enhance learning concepts transfer only building upon primary language skills
- Is provided on a regular, daily basis for a minimum of 30 minutes in grades K-5, one-two periods for grades 4-12 depending upon ELA proficiency.
- Is provided to students according to their current English proficiency level.
- Is provided by qualified teachers.
- Addresses the four domains of listening, speaking, reading, writing, as well as,
- Prepares students for academic success in the regular instructional program.
- Is evaluated according to district-established timelines for student progress.
- Uses student achievement results to guide instructional practice.
- Is focused on English language production both speaking and writing.

The District EL team will create English Learner portfolios for all EL students and utilize them as a tool to organize all EL information; annual scores, date of first enrollment, date of reclassification etc.

		<p>English Learner portfolios will be updated by the coach annually and placed in the student's cum folder. This information will be shared with the classroom teacher along with a description of language acquisition levels to ensure that the teacher has rigorous expectations for the performance of the student in language and content performance.</p> <p>Student progress in content areas will be increased through the focused instruction of essential standards identified for ELA and Math. These standards will be taught, and reinforced with a variety of SDAIE strategies that are trained and supported through the coach/ELD teacher. Collaboration meetings will be utilized to reflect upon the SDAIE strategies used and plan the targeted strategy for the next month of implementation.</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>All administrators, teachers and paraprofessionals serving EL in their classes will attend the ELPD (English Learner Professional Development) approved by SBE and delivered by a certified instructor for the 40 hour institute. This professional development is designed to improve the understanding of the linguistic and academic needs of ELs as well as provide modifications to the instructional program to ensure progress in language acquisition as well as academic proficiency.</p> <p>Quarterly, teachers, coaches, administrators and paraprofessionals will analyze student progress as seen in student learning samples to determine the effectiveness of SDAIE strategy implementation and access to the content curriculum. The coach, with outside support as requested, will provide ongoing follow up training from the ELPD and SDAIE strategies to support the classroom teachers. Teachers and administrators will receive training on inputting benchmark assessment results into Data Director and disaggregating this information based upon language proficiency and student performance. This data will be used to modify student goals to ensure that students meet the growth expectations (1 LEP level per year) set forth by the district.</p> <p>All new curriculum and trainings will be required to have an EL focus to meet content objectives as well as language objectives.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: Identifying and Using Essential Standards to Improve Instruction <ul style="list-style-type: none"> • Align ELD standards with district-adopted essential standards • Integrate ELD standards into pacing guides so that lessons have both language and content objectives for each lesson taught • Pacing guides will be developed for all ELD curriculum used k-12. Instructional Strategies: The coach will support all teachers in utilizing specific SDAIE strategies learned in the ELPD (modeling, observing and instruction planning) and analyzing student learning through data to direct the use of future strategies to improve student performance in content areas. Essential standards and rigorous performance levels are understood by all <ul style="list-style-type: none"> • Teacher collaboration focuses on the design of instruction and assessments as the appropriate rigor and scaffolding for English learners
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		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 Yes	<p>If yes, describe: Students who are reading 2 years or more below grade level in grades 4-12 will be enrolled in an SBE approved intensive intervention course (<i>Inside or Read 180</i>) designed to expedite their ELA proficiency and language acquisition.</p> <p>Students will have access to after school programs, extended learning time, utilizing technology to support language and content acquisition.</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	<p>If yes, describe:</p> <ul style="list-style-type: none"> English learner schedules will be audited by site administrators to ensure that they have appropriate access to core instruction, daily English language development, and opportunities to participate in enrichment and intervention based on their academic proficiency District, site, and program level data will be disaggregated to ensure the progress of English learners enrolled in those programs CELDT and ELD benchmark data will be entered into Data Director. Curriculum-embedded assessments from <i>Language, Inside</i>, and <i>Read 180</i> will be entered into Data Director and included in the district’s assessment calendar and instructional pacing guides.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	<p>If yes, describe: Teachers will be trained on language proficiencies and setting reasonable, meaningful, rigorous goals for the academic achievement of the LEP children.</p> <p>The LEA will facilitate the creation and adoption of a classroom observation tool that focuses the attention of the observer on modifications and accommodations implemented in the classroom to ensure that LEP children are receiving scaffolds to enhance their academic achievement.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes	If yes, describe: Parents will be assisted in helping their students achieve through conversations and meetings with the EL support team, focusing on independent achievement goals set forth in each student academic acquisition plan.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No Yes	If yes, describe: District technology resources including and IPass will be used to provide differentiated learning and extended practice opportunities for EL students. EL students will be supported in their ELA achievement and language acquisition via the Read 180 intensive intervention program. District technology will be used to develop and record student assessments and to monitor achievement toward grade level standards. Teachers have access to a library of video resources to provide context connections for students to anchor their learning with a nonlinguistic representation.
	10. Other activities consistent with Title III.	Yes or No	If yes, describe:

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; 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; 	<p>Annual and Initial parent notification will be provided (California Education Code Section 48985) and include the district actions planned for the current school year to expedite the learning of the LEP student.</p> <p>The DELAC meeting will be open to all parents with an initial explanation of the reclassification requirements and the programs in place to support the LEP students.</p> <p>All LEP students with an IEP will have reclassification criteria written into their IEP and have linguistically appropriate goals written and reviewed annually by the IEP team.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>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>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>During the 2009-2010 school year the Title 3 consortia met all three AMAOs. In the event that the school does not meet these requirements, parents will be notified not later than 30 days after such failure.</p>

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The elementary school staff had 100% of the teaching staff trained in the SB472 materials-based professional development for ELA in 2008-09 school year. • The elementary school staff had 100% of teaching staff trained in the SB472 materials-based professional development for mathematics in 2007-08. • In 2008-09, the elementary school used collaboration time (1 hr/week) to focus on PD for ELA and mathematics, as well as analysis of formative assessments. • Through the acquisition of additional grant funding, the elementary and high school teaching staff has received training on the use of technology in classroom strategies, specifically the integration of Smart Boards into instruction. • The culture of the district is very supportive to the incorporation of relevant staff development. • The local county office of education Curriculum and Instruction department supports and provides many local professional development opportunities. • The local SELPA supports and provides many local professional development opportunities. 	<ul style="list-style-type: none"> • Due to high teacher turnover rates, it is very difficult to ensure that 100% of the teaching staff has obtained relevant materials-based instruction. Each year, at least ¼ to ½ of new staff must receive training. • The cost and time needed for staff to participate in professional development are both exacerbated by the isolated location of the district, and the limited accessibility to training. • The lack of a coherent LEA Plan has impacted the focused offering of professional development in the district. • Professional development has been driven by sanctions, interventions, or grants. • The instructional assistants have not received materials-based professional development which would assist them in their support in the instructional program. • Professional development requirements in categorical and grant programs need to be consolidated and included into the district-wide professional development plan. • The process of adoption of new curriculum by the district needs to include the provision of the appropriate staff development to support the implementation of the program. • Individualized professional development plans for the site

<ul style="list-style-type: none">• Instructional coaching has been implemented in the elementary school.• The elementary school curriculum coach has been provided coaching from MCOE.• Positive Behavioral Systems training was provided to staff in the 08-09 school year.	<p>principals need to be developed and implemented as a part of coaching support.</p> <ul style="list-style-type: none">• Instructional coaching needs to be more clearly defined for implementation at both schools and consistently implemented.
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II):

Refer to the Implementation Plan Goals A-H, and District Profile for implementation details for the following.

1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:

The professional development activities included in the LEA Plan are fully aligned to the state’s content standards. The top priority of all professional development is for all teachers to receive the materials-based training in the adopted curricular areas. There is also training provided for those teaching the Intervention Programs; and all staff will participate in the ELPD training as a part of the 80 hour practicum to the materials based trainings. All site level administrators will also participate in appropriate staff development to support the implementation of the curriculum at their sites – i.e. AB430 Module I.

A second emphasis of the Professional Development Plan is for each teacher to participate in the identification of Key Standards in RLA and mathematics; including the identification of where the standards are found in the adopted curriculum; pacing for the instruction of the Key Standards; and development of formative assessments to measure student progress on the standards.

2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:

Professional development will be aligned to the implementation of the Essential Program Components and will support the full implementation of the SBE-approved curriculum (K-8) and standards-aligned curriculum (9-12). Focusing on the implementation of the curriculum is a research-based practice that is aligned with the recommendation for schools and district in state and federal sanctions.

The establishment of, and professional development regarding a shares instructional model to be implemented in all classrooms) is another research-based strategy that is suggested for schools and districts that are changing instructional practices to improve student achievement (Marzano/Pickering).

3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:

The implementation of the Professional Development Plan will have a substantial, measurable, and positive impact on student academic achievement because of the alignment of the plan with research based strategies, such as the implementation of the EPCs; identification of Key Standards; pacing of instruction; development of a shared instructional language etc. Also included in the plan is a strong monitoring component. The district will actively monitor the attendance at all training, and more importantly, the implementation of the professional development in all classrooms.

These strategies are effective for increasing the performance of all students, and especially will assist in closing the achievement gap that separates low-income and minority students from other students. A special emphasis in all training will be the integration of EL strategies; as well as differentiation of instruction for students with special needs.

4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:

The revised LEA plan is an integrated plan that uses the resources of all state and federal programs. This integration is assured due to the funding structure of the plan, and the activities included in the plan regarding budgeting that ensure coordination between the programs.

The creation of a district-wide Professional Development Plan each school year also ensures that all professional development needs are addressed, and are offered in a coherent manner to all staff.

5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:

A. Curriculum-based training to be provided in:

- HM Medallions : K-5
- Inside Intervention Program: 4-8
- Envision Math: K-5
- Holt ELA: 6-12

- Math Scott-Foresman: 6-12
- Read 180: 9-12

B. Teachers will participate in the ELPD SB472 training as a part of the 80 hour practicum follow up for the materials-based training.

C. Administrators will complete Module I of the AB430 training.

D. EL teacher will receive training in CELDT administration, and effective practices for ELD implementation.

E. A leadership team from the high school, including the high school principal, will participate in the local Leadership Network which focuses on the development of the Professional Learning Community model for implementation into the school culture

F. Site secretaries and appropriate district office staff will participate in training on the software system which is used for student attendance tracking.

G. All teachers will participate in training to identify the Key Standards; develop formative assessments; and pace the instruction of those Key Standards;

H. Special Ed staff will participate in training to fully implement the adopted curriculum, with an emphasis on how to differentiate to meet the needs of all students

I. An instructional coach will be hired to support the implementation of curriculum and agreed upon instructional strategies at the elementary school

J. Content experts will be available to high school staff on a regular basis to support the implementation of curriculum and the agreed upon instructional strategies.

K. A district-wide instructional model will be adopted, and all instructional staff trained.

L. Administrators will receive coaching in the implementation of the LEA Plan.

6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning and technology literacy:

Not Applicable: District does not receive Title II Part D

7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):

Not Applicable: District does not receive Title II Part D

8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

The LEA Plan is based upon the extensive needs analysis which was conducted with input from all stakeholders (see District Profile). The actions in the plan were developed with the District School Liaison Team/DSLTLT which was a representative group of all stakeholders in the district.

9. How the LEA will provide training to enable teachers to:

- a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;**
- b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;**
- c. Involve parents in their child's education; and**
- d. Understand and use data and assessments to improve classroom practice and student learning.**

All professional development that is included in the LEA Plan includes an emphasis on the needs of students with disabilities, and students with limited English proficiency. All teachers will take the ELPD training as a part of their 80 hour practicum; the special education teachers will attend monthly collaborative meetings in the county and bring back to the staff information on how to meet the needs of students with disabilities.

The Professional Development Plan is very clear in the attempt to address student behavior in the classroom and identify early and appropriate interventions to help all students learn. The district currently has Positive Behavior Systems/PBS as a district-wide system to address student behavior. The Professional Development Plan expands greatly upon this, and provides for additional training in the system.

The LEA Plan includes extensive efforts to involve parents in their child's education, including an emphasis on building two-way communication systems for parents and school staff to more frequently and constructively discuss their child's academic progress. See Section D of the plan.

Use of data is the basis for much of the Professional Development plan. All staff will be trained in how to use the district's data management system/Data Director and examples of how to use the data in a data team meeting will be provided. An emphasis has been placed on the system ensuring that the student information data in the system is accurate, and can be accessed by all. See Section F. of the plan.

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

The Round Valley Unified School District does not receive SFDFS/TUPE funds. It does, however fully support the intent of Performance Goal 4. In the 2009-10 school year, the district applied with 3 neighboring LEAs, and received a large (\$3,000,000) grant from the federal government to meet the very severe, unique needs of students and the community in terms of providing a safe, and drug free learning environment. This grant is the foundation of all efforts in the district to meet this performance goal, and is an example of the commitment of the district to address the environment needed for student learning. Below is an overview of the grant.

SS/HS Element: Safe School Environments and Violence Prevention Activities (Element 1)					
Goal 1: To increase the level of student safety on school campuses in BRONCO school districts.					
Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
1.1: In BRONCO communities 10 percent of 7 th , 9 th , and 11 th grades students report that they feel “unsafe” at school according to the 2007-2008 CHKS. Specifically, 14 percent of students in 7 th grade, 7 percent of students in 9 th grade and 5 percent of students in 11 th grade reported feeling “unsafe”. In addition, almost 70 percent of students in 7 th grade, 71.5 percent of students in 9 th grade (Willits USD 9 th grade 83 percent and Laytonville USD 9 th grade 60 percent) and 82.5 percent of students in 11 th grade (Willits USD 11 th grade 70 percent and Laytonville USD 11 th grade 95 percent) reported feeling “safe”. In addition, 17 percent of students in 7 th grade, 15	1.1: By the end of the Project in June 2013, 7 th , 9 th and 11 th grades students in BRONCO communities will report a 50 percent increase in the percent of students who report they felt “very safe” at school. 1.1b: By the end of the Project in June 2013, only five percent or less of 7 th , 9 th and 11 th grades students in BRONCO communities will report that they	1.1.1. Campus Supervisor at RVUSD and School Resource Officers in LV and Willits will patrol the campus and walking routes to schools during pre and post school hours. 1.1.2: Site Coordinators will convene annual student-led safety assessment groups in all 3 districts to gather peer perceptions of school safety and make recommendations for improving school climate.	1.1.1: Number of days/month Campus Supervisor at RVUSD and School Resource Officers in LV and Willits patrol the campus and walking routes to schools during pre and post school hours. (Description of monitoring/supervision practices aligned with each school district’s safety/emergency response plan.) 1.1.2a: Number of students involved in the student safety assessment groups. 1.1.2b: Number of students that participate (provide perception data) in each student-led safety assessment. 1.1.2c: Peer perceptions collected at annual safety assessments of the number of school violent incidents (assault, fights, weapon possession, gang activity, and harassment) reported and the number and type of recommendations identified and	1.1: Round Valley Unified School District will hire a 1.00 FTE Campus Supervisor. 1.1.2: Law enforcement partners (RV Tribal Police, Willits Police and Mendocino County Sheriff’s Office in Laytonville) will participate in the coordination of student-led safety assessment groups to carry out the annual assessments. 1.1.3: Site Coordinators in Willits, Laytonville and Round Valley will organize an annual Challenge Day	1.1a: By the end of the Project in June 2013, 7 th , 9 th and 11 th grades students in BRONCO communities will report a 50 percent increase in the percent of students who report they felt “very safe” at school, as measured annually by the CHKS survey & SS/HS survey. GPRA #1 1.1b: By the end of the Project in June 2013, only five percent or less of 7 th , 9 th and 11 th grades students in BRONCO communities will report that they “did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school”, as measured annually by the CHKS survey & SS/HS survey.

<p>percent of students in 9th grade (Willits USD 9th grade 22 percent and Laytonville USD 9th grade 8 percent) and 20.5 percent of students in 11th grade reported feeling “very safe”.</p> <p>Finally, 88 percent of teachers (2008 Willits USD, School Climate Survey, n=18) “agree” that their school is “safe” place for students.</p>	<p>“did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school”.</p>	<p>1.1.3: Willits, Laytonville and Round Valley School Districts will conduct an annual Challenge Day event at the high schools. Note: Same as 3.3.1.</p>	<p>implemented after each students-led safety assessment.</p> <p>1.1.3a: Number of students who participate in annual Challenge Day events at the high schools.</p> <p>1.1.3b: Number of students who report that each Challenge Day event is addressing violence and engage students to take a stand against such behaviors at the high schools.</p>	<p>event at the high schools.</p>	<p><i>Note: Baseline data for the percent of students who report they “did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school” will be collected in April 2010 as an addition to the CHKS.</i></p>
<p>Baseline Data/Needs</p>	<p>Objectives</p>	<p>Activities</p>	<p>Process Measures</p>	<p>Partners</p>	<p>Indicators and GPRA</p>
<p>1.2: Law enforcement representatives respond to school safety incidents such as gang related behaviors, harassment, weapon possession, threats, fighting, vandalism, robbery, assault, possession of drugs, sale of and use of drugs, hate crime, etc. at BRONCO school campuses (Source: Willits USD Discipline Matrix) resulting in suspension or expulsion. In 2008-09, there were 16 expulsions and 268 suspensions for violence or drug incidents. In grades 6-8 (Willits USD/Baechtel Grove MS), 4 expulsions and 28 suspensions and in grades 9-12 (Willits HS), 5 expulsions and 56 suspensions. In grades 6-12 (Laytonville USD), 2</p>	<p>1.2.1. By the end of the project in June 2013, the number of school safety incidents and incidents requiring law enforcement response will decrease by more than 20 percent.</p> <p>1.2.2: By the end of year 3 (June 2012), all districts will acquire, installed and implemented improved safety infrastructure and procedures.</p>	<p>1.2.1: Campus Supervisor at RVUSD and School Resource Officers in LV and Willits will patrol the campus and walking routes to schools during pre and post school hours.</p> <p>1.2.2: Install and utilize school safety infrastructure equipment such as surveillance cameras and walkie-talkies.</p>	<p>1.2.1a: Monthly updates and annual summary of the number and type of response/intervention to incidents that Campus Supervisor and School Resource Officers respond to and the number and type of incidents that require law enforcement response/involvement.</p> <p>1.2.1b: Number of days/month that campus areas and walking routes were patrolled. Aligned with 1.1.1.</p> <p>1.2.2: Number of cameras installed and Walkie-talkies distributed. Description of utility of cameras and walkie-talkies in school safety management i.e. improvement to monitor, prevention, intervention and incident response practices. (Description and practice as part of each school district’s safety/emergency response plan.)</p>	<p>1.2.1: Round Valley Unified School District will hire a 1.00 FTE Campus Supervisor. Willits and Laytonville will utilize their SRO’s.</p> <p>1.2.2: District staff will install safety equipment and develop procedures for monitoring.</p>	<p>1.2.1: By the end of the project in June 2013, the number of school safety incidents and incidents requiring law enforcement response will decrease by more than 20 percent, as measured annually by Campus Supervisor and School Resource Officer reports.</p> <p>1.2.2: By the end of year 3 (June 2012) All districts will acquire improved safety infrastructure.</p> <p><i>Note: 1) Baseline data from each school district on the number and type of incidents in need or requiring law enforcement response will be collected by the end of April 2010. In addition, a description of each local agreement between school district and law enforcement will be collected. In 2007-2008, LUSD reported 25 and RVUSD</i></p>

<p>expulsions and 29 suspensions. In grades 6-12 (Round Valley USD), 63 suspensions. Finally, 80 percent of teachers (2008 Willits USD, School Climate Survey, n=18) report that their school collaborates well with law enforcement and 60 percent report that their school has “well-understood procedures to deal with crises” and has sufficient resources to create a safe campus.</p>					<p>reported 28 calls to police (BRONCO SS/HS Application, p. 9). 2) Baseline data from Mendocino County Department of Probation DPO covering BRONCO communities on the number juveniles on probation will be collected by the end of June 2010. In addition, a description of each local agreement between school district and probation department will be collected regarding re-integration and supervision/monitoring policies. (See June 17, 2008 report). 3) Objectives 1.1.1 & 1.1.2. need to be aligned with each school district’s strategic plan, identifying their goals related to school safety, climate and reduction in suspensions/expulsions related to violence and AOD incidents. Many incidents were also reported to not result in suspensions (RVUSD).</p>
Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
<p>1.3: In BRONCO communities (WUSD & LUSD) between 30 - 44 percent of 5th grade students report “hitting or pushing” and 39 percent report being “hit or pushed”. Between 10 - 42 percent of 7th, 9th, and 11th grades students report “fighting” at school according to the 2006-2008 California Healthy Kids Survey. WUSD – 33 percent in 7th grade, 52 percent in 9th grade, and 54 percent in 11th grade. LUSD – 41 percent in 7th grade, 11 percent in 9th grade, and 23 percent in 11th grade. <i>More CHKS school violence results are provided in the evaluation</i></p>	<p>1.3a: By the end of the project in June 2013, there will be a 40 percent decrease in elementary school students (grades 5) who report being in a fight or victim of fighting (hit or pushed) on school property during the prior 12 months.</p> <p>1.3b: By the end of the project in June 2013, there will be a 40, 50, and 50</p>	<p>1.3.1: Implement Second Step Violence Prevention curriculum in grades K-2 in all districts.</p> <p>1.3.2: Implement Life Skills training in grades 3-9 in Willits.</p>	<p>1.3.1a: The number of Teachers trained to deliver Second Step curriculum.</p> <p>1.3.1b: The number of lessons delivered per classroom.</p> <p>1.3.1c: Measures of program fidelity. (Fidelity Measures – Second Step): Materials, training completion, readiness/commitment, checklist of lesson implementation/ completion, delivery, feedback form, and utility/integration of content outside lesson.)</p> <p>1.3.2a: The number of Teachers trained to deliver Life Skills curriculum.</p> <p>1.3.2b: The number of lessons delivered per classroom.</p>	<p>1.3.1a: Site Coordinators will provide Second Step training for teachers and staff.</p> <p>1.3.1b-c: Site Coordinators in each district will support classroom teachers to ensure fidelity and delivery of the Second Step curriculum.</p> <p>1.3.2a: Site Coordinators will provide Life Skills training for teachers and staff.</p> <p>1.3.2b-c: Site</p>	<p>GPRA #2 1.3a: By the end of the project in June 2013, there will be a 40 percent decrease in elementary school students (grade 5) who report being in a fight or victim of fighting (hit or pushed) on school property during the prior 12 months, as measured annually by CHKS & BRONCO SS/HS survey (grade 5).</p> <p>GPRA #2 1.3b: By the end of the project in June 2013, there will be a 40, 50, and 50 percent decrease, respectively, in secondary students (grades 7, 9, and 11) who report being in a fight or victim of fighting on</p>

<p><i>plan.</i></p> <p>Fighting Definition CHKS: 5th grade - <i>Do other kids hit or push you at school when they are not just playing around? Question ES 23</i> During the past year, how many times have you hit or pushed other kids at school when you were not playing around? Question ES 21</p> <p>7th, 9th, and 11th grades - <i>During the past 12 months, how many times on school property have you been in a physical fight? Questions HS A.101/MS A.83. Results to additional HS/MS questions related to threats, harassment, and violence are provided in the evaluation plan.</i></p>	<p>percent decrease, respectively, in high school students (grades 7, 9, and 11) who report being in a fight or victim of fighting on school property during the prior 12 months.</p>		<p>1.3.2c: Measures of program fidelity. (Fidelity Measures – Life Skills): Materials, training completion, readiness/commitment, checklist of lesson implementation/ completion, delivery, feedback form, and utility/integration of content outside lesson.)</p>	<p>Coordinators in each district will support classroom teachers to ensure fidelity and delivery of the Life Skills curriculum.</p>	<p>school property during the prior 12 months, as measured annually by CHKS & BRONCO SS/HS survey (grades 7, 9, 11).</p> <p><i>Note: Objectives 1.3a & 1.3b need to be aligned with each school district’s strategic plan, identifying their goals related to a reduction in violence (fighting, threats, harassment, and bullying). A definition of fighting will be adopted by June 2010.</i></p>
<p>Baseline Data/Needs</p>	<p>Objectives</p>	<p>Activities</p>	<p>Process Measures</p>	<p>Partners</p>	<p>Indicators and GPRA</p>
<p>1.4: Gang activities are increasing in BRONCO communities. Between 5 - 13 percent of 7th, 9th, and 11th grades students report that they belong to a gang. In Willits, 13 percent of 11th graders have belonged to a gang. Youth focus groups identified gangs as priority safety concerns. Currently there are no gang prevention curricula in LUSD or RVUSD.</p>	<p>1.4: By June 2013, 5 percent or fewer of students in grades 7, 9, and 11 report gang involvement.</p>	<p>1.4.1: Implement GRIP gang prevention curricula in 5th grade classrooms in all 3 districts (already being delivered in WUSD).</p>	<p>1.4.1a: Measures of GRIP program fidelity. (Fidelity Measures – GRIP): Update of materials, training needs (refresh), commitment, checklist of lesson implementation/completion, delivery, feedback form, and utility/integration of content outside lesson.)</p> <p>1.4.1b: Number of 5th grade classrooms where GRIP is being implemented.</p> <p>1.4.1c: Number of students receiving GRIP instruction.</p>	<p>1.4: AODP will coordinate GRIP delivery by community partners and law enforcement agencies.</p> <p>1.4: AODP will provide access to the pre and post survey data.</p>	<p>1.4: By June 2013, 5 percent or fewer of students in grades 7, 9, and 11 report gang involvement, as measured by the annual CHKS and SS/HS survey.</p>
<p>1.5: More than 33 percent of students in participating districts reported having been harassed or bullied at school.</p>	<p>1.5.1: By June 2013, there will be a 30 percent decrease of</p>	<p>1.5.1: Provide support, consultation and TA implementing and</p>	<p>1.5.1a: Type and scope of each school district’s bullying/ harassment strategy (MS & HS).</p> <p>1.5.1b: Bullying/harassment</p>	<p>1.5.1: Site Coordinators in each district will provide support, consultation</p>	<p>1.5.1: By the end of the project in June 2013, there will be a 30 percent decrease of students in grades 7, 9, and 11 who report</p>

<p>More CHKS results related to school violence are provided in the evaluation plan.</p> <p>Youth focus groups identified bullying and girl violence as priority safety concerns.</p> <p>Neither LUSD nor RVUSD are currently delivering indicated/intensive violence/bullying prevention curricula.</p>	<p>students in grades 7, 9, and 11 who report bullying or harassment at school during the prior 12 months.</p> <p>1.5.2: By June 2013, at least 50 high school students will participate in the Reconnecting Youth curriculum.</p> <p>1.5.3: By June 2013, at least 25 parents of students in the Reconnecting Youth Program attend a Parent Project session.</p>	<p>deliver each school district's bullying/harassment strategy (MS & HS).</p> <p>1.5.2: Provide RECONNECTING YOUTH class for 50 high school students per year across all districts.</p> <p>1.5.3: Provide THE PARENT PROJECT for 25 parents of youth who are participating in RECONNECTING YOUTH curricula in all districts.</p>	<p>strategy. (Fidelity Measures – Bullying/Harassment: See list below)</p> <p>1.5.2a: Number of high school students attending RECONNECTING YOUTH class (sessions).</p> <p>1.5.2b: Number of group sessions delivered to high school students.</p> <p>1.5.2c: Measures of RECONNECTING YOUTH program fidelity. (Fidelity Measures – RECONNECTING YOUTH): Materials, training completion, readiness/commitment, checklist of lesson implementation/completion, delivery, feedback form, and utility/integration of content outside lesson.)</p> <p>1.5.3a: Number of Parent Project sessions held.</p> <p>1.5.3b: Parent Project attendance sheets.</p>	<p>and TA implementing and deliver each school district's bullying/harassment strategy.</p> <p>1.5.2-3: Site Coordinators in each district will deliver the <i>Reconnecting Youth</i> curriculum and conduct <i>Parent Project</i> groups.</p>	<p>being a victim of bullying or harassment on school property during the prior 12 months, as measured annually by CHKS & BRONCO SS/HS survey.</p> <p>1.5.2: By June 2013, at least 50 high school students across all districts will participate in the Reconnecting Youth curriculum, as measured by the Youth Participation form or sign-in form.</p> <p>1.5.3: By June 2013, at least 25 parents will have participated in Parent Project sessions as measured by session attendance sheets (name count).</p>
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SS/HS Element: Alcohol, Tobacco, and Other Drug Prevention Activities (Element 2)

Goal 2: Decrease youth involvement in high-risk alcohol and drug related behaviors.

<i>Baseline Data/Needs</i>	<i>Objectives</i>	<i>Activities</i>	<i>Process Measures</i>	<i>Partners</i>	<i>Indicators and GPRA</i>
<p>2.1 & 2.2: In 2008, between 42 – 55 percent of high school youth in BRONCO communities report past 30-day use of alcohol. WUSD – 42 percent in 7th grade, 29 percent in 9th grade, and 15 percent in 11th grade. LUSD – 25 percent in 7th grade, 32 percent in 9th grade, and 57 percent in 11th grade.</p>	<p>2.1: To decrease the percentage of students in grades 7-11 (middle and high school) who report 30-day alcohol use by 50, 40, and 30 percent, respectively, by</p>	<p>2.1.1: Implement the White Bison Sons & Daughters of Tradition prevention curriculum in RVUSD.</p> <p>2.1.2: Expand and implement Project SUCCESS Model in WUSD and LUSD (coordinated by</p>	<p>2.1.1a: <i>The number of students who receive the White Bison curriculum.</i></p> <p>2.1.1b: The number of sessions delivered per classroom.</p> <p>2.1.1c: Measures of program fidelity (White Bison curriculum): See list above.</p> <p>2.1.1d: The number of elders who volunteer in the program. Monthly updates and annual summary description of Elder program</p>	<p>2.1.1: RVUSD will hire a Site Coordinator to deliver the White Bison curricula.</p> <p>2.1.2: WUSD and LUSD in coordination with Mendocino County staff and local AOD treatment providers will expand and implement Project</p>	<p>GPRA # 4 2.1: To decrease the percentage of students in grades 7, 9, and 11 who report past (30-day) alcohol use by 50, 40, and 30 percent, respectively, from baseline by the end of the project in June 2013, as measured by the annual CHKS and SS/HS survey.</p> <p>GPRA # 3 2.2: To decrease the</p>

2.2: In 2008, between 24 – 35 percent of high school youth in BRONCO communities report past 30-day use of marijuana. WUSD – 14 percent in 7 th grade, 33 percent in 9 th grade, and 27 percent in 11 th grade. LUSD – 12 percent in 7 th grade, 43 percent in 9 th grade, and 31 percent in 11 th grade. More CHKS AOD results are found in the evaluation plan.	June 2013. 2.2 To decrease the percentage of students in grades 7-11 (middle and high school) who report 30-day marijuana use by 50, 40, and 40 percent, respectively, by June 2013.	multiple partners). 2.2.1 & 2.2.2: Same as 2.1.1 & 2.1.2.	involvement and contribution. 2.1.2a: The number of students who received Project SUCCESS. 2.1.2b: The number of Project SUCCESS groups delivered at each school. 2.1.2c: Measures of program fidelity (Project SUCCESS): See list above. 2.2: Process measures and partners and activities are the same as in 2.1.1a-d.	SUCCESS. 2.1.3: Tribal Elders will provide local history and guidance for curriculum through volunteer efforts. 2.2: Process measures and partners and activities are the same as in 2.1.1-2.	percentage of students in grades 7, 9, and 11 who report current (30-day) marijuana use by 50, 40, and 40 percent, respectively, from baseline by the end of the project in June 2013, as measured by the annual CHKS and SS/HS survey.
2.3: Throughout BRONCO communities, there is a widespread culture of acceptance of AOD use, leading students to routinely overestimate the level at which alcohol and drugs are used by their peers. For marijuana, these overestimates range from 51 – 67 percent.	2.3: By the end of the project in June 2013, 80 percent of students in grades 7, 9, and 11 will report accurate perception of peer AOD use.	2.3.1 Conduct a social norms campaign at each high school campus. 2.3.2: Site Coordinators will work with student Leadership groups to extract CHKS data and develop social norms messages and campaign.	2.3.1a: The number of students who are participating in developing the campaign. 2.3.1b: The number of poster, movie theatre ads, and messages delivered to student population monthly. Monthly updates on activities according to annual social norms activity calendar. 2.3.1c: The number of students who participate in leadership groups.	2.3.1: Site Coordinators and other staff will work with students to develop the campaign. 2.3.2: Site coordinators will lead student Leadership groups. 2.3.3: AODP will provide technical assistance in planning the social norms campaign.	2.3: By June 2013, 80 percent of students in grades 7, 9, and 11 will report accurate perception of peer AOD use, as measured by the annual CHKS and SS/HS survey. Note: Baseline for alcohol as measured by the CHKS custom module assessing student estimate of peer AOD use will be added in April 2010.
<i>Baseline Data/Needs</i>	<i>Objectives</i>	<i>Activities</i>	<i>Process Measures</i>	<i>Partners</i>	<i>Indicators and GPRA</i>
2.4: There is currently no adolescent treatment available in BRONCO communities. In Willits, according to the CHKS, 21 percent of 9 th graders report using alcohol 3-9 times in the past 30 days, which is nearly 3	2.4: Provide individual and group AOD treatment to 75 percent of students referred for service by the end of the	2.4.1: Provide individual and group AOD treatment for referred youth.	2.4.1a: The number of youth referred to services. 2.4.1b: The percent of referred youth who received services. 2.4.1c: Measures of program fidelity (AOD referral and treatment services): See list above.	2.4: Community partners will hire a Substance Abuse Counselor to provide individual and group AOD treatment.	2.4 Provide individual and group AOD treatment to 75 percent of students referred for service by the end of the project in June 2013, as measured by referral and treatment logs.

times that of the statewide average.	project in June 2013.				
2.5: There is no effective coordination of prevention activities in either of the BRONCO communities.	2.5: By June 2013, create a comprehensive coordinated plan for AOD prevention within BRONCO communities.	2.5.1: Convene monthly meetings of an AOD prevention task force whose goal is to coordinate prevention activities across BRONCO communities.	2.5.1a: The number of task force members attending 80 percent of meetings. 2.5.1b: The number of monthly meetings held each year. 2.5.1c: The number of identified system and coordination changes each year.	2.5: Project Director will work with Site Coordinators to plan effective coordination of prevention strategies.	2.5: By June 2013 create a comprehensive coordinated plan for AOD prevention within BRONCO communities, as evidenced by policies, MOUs and common protocols developed by prevention task force.
2.6: The percentage of BRONCO students that report discussing AOD with their parents ranges from 48 percent in 9 th grade to 82 percent in 11 th grade according to the 2008 CHKS. None of the school districts have coordination in place for carrying out parent prevention education.	2.6: By 2013, 20 percent of parents of youth referred for AOD offenses participate in AOD led workshops on how to talk to your children about AOD.	2.6.1: The contracted AOD treatment provider will provide at least one parent education workshop in each community each year.	2.6.1: The number of parent training sessions conducted in each community.	2.6: Contracted AOD Treatment Providers will provide at least one parent education workshop in each community.	2.6: By June 2013, 20 percent of parents of youth referred for AOD offenses participate in AOD led workshops on how to talk to your children about AOD, as measured by referrals and workshop attendance logs.

SS/HS Element: Student Behavioral, Social and Emotional Supports (Element 3)

Goal 3: Increase school connectedness among middle and high school students.

<i>Baseline Data/Needs</i>	<i>Objectives</i>	<i>Activities</i>	<i>Process Measures</i>	<i>Partners</i>	<i>Indicators and GPRA</i>
<p>3.1: School Connectedness scores (high external assets) are low in LUSD and WUSD for 7th, 9th and 11th graders, ranging from 33 – 41 percent. Caring Relationship scores (high external assets) are low in LUSD and WUSD for 7th, 9th and 11th graders, ranging from 43 – 50 percent. High Expectations scores (high external assets) are low in LUSD and WUSD for 7th, 9th and 11th graders, ranging from 41 – 67 percent.</p> <p>Students entering middle school and high school are susceptible to adopting risky behaviors when there are no or low caring relationships and no or low expectations from adults in the school environment.</p> <p><i>Additional School Connectedness results are found in the evaluation plan.</i></p>	<p>3.1: By the end of the project in June 2013 School Connectedness scores related to Caring Relationships: Adult in School and High Expectations: Adult at School will improve by 20 percent for students in grades 7, 9, and 11 in Laytonville and Willits school districts.</p>	<p>3.1.1: Coordinate student leadership groups to provide TRANSITION SUPPORT and MENTORING to Laytonville and Willits K-12 students.</p> <p>3.1.2: Coordinate Teachers and school staff to provide INVISIBLE MENTORING for at-risk incoming middle and high school students.</p>	<p>3.1.1a: The number of middle and high school students receiving transition and mentoring support.</p> <p>3.1.1b: The number of high school students involved in the student leadership groups.</p> <p>3.1.1c: TRANSITION and MENTORING fidelity measures (scope, sessions, action plan, and evaluation).</p> <p>3.1.2a: The number of School Staff assigned to be an Invisible Mentor.</p> <p>3.1.2b: MENTORING fidelity measures (scope, sessions, action plan, and evaluation).</p>	<p>3.1: LUSD will hire a Mentoring & Family Liaison (MFL) and WUSD will hire a School & Family Services Coordinator (SFSC) to coordinate mentoring and transition support.</p> <p>3.1: Site Coordinators will work with districts to assign staff to make direct “invisible mentoring” contact with new 6th and 9th graders.</p>	<p>3.1: By the end of the project in June 2013 School Connectedness scores related to Caring Relationships and High Expectations will improve by 20 percent for students in grades 7, 9, and 11 in Laytonville and Willits school districts, as measured by the annual CHKS and SS/HS survey.</p>

Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
<p>3.2: School Environment data are especially low in the area of Meaningful Participation. Meaningful Participation scores are in LUSD for 7th, 9th and 11th graders, between 23 – 38 percent (high external assets) and for WUSD 7th, 9th and 11th graders, between 13 – 24 percent. There are limited or no structured lunchtime activities in all three districts; and LUSD has inadequate OOST support for students. More School Connectedness results in the evaluation plan.</p>	<p>3.2: Increase students in grades 7, 9, and 11 CHKS scores for meaningful participation by 40 percent by the end of the Project.</p>	<p>3.2.1: Implement STRUCTURED LUNCH and out-of-school time (OOST) ACTIVITIES to keep High School students (grades 9-12) on campus during lunchtime and provide them with a safe and engaging environment.</p>	<p>3.2.1a: The number of lunch and OOST activities provided by the Mentoring and Family Liaison and School & Family Services Coordinator.</p> <p>3.2.1b: The number of students participating in the lunch and OOST activities.</p> <p>3.2.1c: Lunch and OOST activities fidelity measures (scope, purpose, visibility, engagement and value).</p>	<p>3.2: Site Coordinators will organize lunchtime and OOST activities.</p>	<p>3.2: Increase students in grades 7, 9, and 11 CHKS scores for meaningful participation by 40 percent by the end of the Project, as measured by the CHKS.</p>
<p>3.3: According to the CHKS, between 20 – 24 percent of students in grades 7, 9, 11 in WUSD and between 17 – 23 percent of students in grades 7, 9, 11 in LUSD report that they have been bullied or harassed for race or ethnicity reasons. Focus groups in the community identified violence and anger management issues as a concern.</p> <p>Additional bullying and harassment results are found in the evaluation plan.</p>	<p>3.3: By the end of the BRONCO program, there will be a 40 percent decrease in the percent of students in grades 7, 9, and 11 who report being bullied because of their ethnicity or race at the Willits and Laytonville high schools. Align with Obj. 1.3.</p>	<p>3.3.1: Implement CHALLENGE DAY and <i>BE THE CHANGE</i> GROUPS focused on Tolerance in each school district.</p> <p>3.3.2: Invite local elders to participate in focus groups to increase ethnic harmony & increase school connections.</p> <p>3.3.3: Implement a GRANDPARENT GROUP to bring elders’ wisdom to bear on racial/ethnic relations in the school and community.</p>	<p><i>3.3.1a: The number of students participating in CHALLENGE DAY and BE THE CHANGE GROUPS events.</i></p> <p><i>3.3.1b: The number of adult volunteers supporting 3.3.1a.</i></p> <p><i>3.3.1c: CHALLENGE DAY and BE THE CHANGE GROUPS event fidelity measures (See list above). Align with 1.3. activities.</i></p> <p>3.3.2a: The number of elders who participate in the focus group.</p> <p>3.3.3a: The number of elders who commit to the GRANDPARENT group.</p> <p>3.3.3b: The number of times the GRANDPARENT group meets, purpose and actions (proposed and implemented).</p>	<p>3.3: Site Coordinators will organize annual Challenge Day events and a tri-community <i>Be The Change</i> student leadership group. Each school district will commit to offer annual Challenge Day event at their respective high schools.</p> <p>3.3: Local elders who have been identified through the focus groups.</p>	<p>3.3: By the end of the BRONCO program, there will be a 40 percent decrease in the percent of students in grades 7, 9, and 11 who report being bullied or harassed because of their ethnicity or race at the Willits and Laytonville high schools, as measured by the CHKS & SS/HS survey.</p> <p><i>Note: Objective 3.3 need to be aligned with each school district’s strategic plan, identifying their goals related to a reduction in violence (fighting, threats, harassment, and bullying). A definition of racial and/or ethnic bullying and harassment will be adopted by June 2010.</i></p>

Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
<p>3.4: The 2008 API reports that WUSD truancy rate is 39 percent. LUSD has a truancy rate of 16 percent. RVUSD has a truancy rate of 38 percent (the number of students with 3 or more unexcused absences divided by total enrollment). Truancy was identified as a priority concern by RVUSD focus groups. In RVUSD, there are minimal resources to provide truancy follow-up. Additional truancy data and results are found in the evaluation plan.</p>	<p>3.4: By the end of the project in June 2013, 90 percent of RVUSD (K-12) student absences will be followed up on within 3 days, which will result in a 20 percent decrease in truancy rates.</p>	<p>3.4.1: Provide TRUANCY SUPPORT in RVUSD to follow up 90 percent of student absences within 3 days.</p> <p>3.4.2: Track school records of excused and unexcused absences in all school districts.</p>	<p>3.4.1a: Type of TRUANCY SUPPORT in RVUSD (description, scope, implementation/evaluation).</p> <p>3.4.1b: The number of student absences followed up on within 3 days.</p> <p>3.4.2: The number of excused and unexcused absences in each school district.</p>	<p>3.4: RVUSD will hire a Truancy Support Specialist.</p> <p>3.4b: Each school district will track student excused and unexcused absences.</p>	<p>3.4: By the end of the project in June 2013, 90 percent of RVUSD (K-12) student absences will be followed up on within 3 days, which will result in an average 20 percent decrease in truancy rates, as measured annually by school attendance records.</p> <p><i>Note: Objective 3.4 need to be aligned with each school district's strategic plan, identifying their goals related to a truancy and retention. A definition of truancy and retention reflecting current practices will be adopted by June 2010.</i></p>
<p>3.5: WUSD's average daily attendance rate is 90 percent and the high school retention rate is 76 percent. LUSD's average daily attendance rate is 92 percent and the high school retention rate is 96 percent. RVUSD's average daily attendance rate is 85 percent and the high school retention rate is 50 percent.</p> <p>Additional attendance data and results are found in the evaluation plan.</p>	<p>3.5: By the end of the BRONCO Project, ADA rates at:</p> <p>a) WUSD & LUSD will improve to 95 percent.</p> <p>b) RVUSD will improve to 90 percent.</p>	<p>3.5.1: Integrate RVUSD into the North County School Attendance Review Board.</p> <p>3.5.2: Support MANDATED PARENT INVOLVEMENT IN SARB proceedings for all districts.</p> <p>3.5.3: Establish a procedure for referrals to the District Attorney Office for chronic absences.</p>	<p>3.5.2: Integration practices and involvement of school districts in SARB -parental involvement strategies (fidelity measures).</p> <p>3.5.2: The number of parents who attend SARB meetings in support of their truant child.</p> <p>3.5.3: District Attorney guide for truancy is utilized consistently (referrals).</p>	<p>3.5: All school districts will participate in the SARB and assist in the development of an integrated process for the North County.</p> <p>3.5: The Office of the District Attorney will assist the north county in the development of an integrated process.</p>	<p>3.5: By the end of the BRONCO Project, ADA rates at RVUSD will improve:</p> <p>a) WUSD & LUSD will improve to 95 percent.</p> <p>b) RVUSD will improve to 90 percent, as measured annually by school records.</p> <p><i>Note: Objective 3.5 need to be aligned with each school district's strategic plan, identifying their goals related to ADA. Specific ADA measures will be adopted by June 2010.</i></p>

Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
<p>3.6: WUSD’s one-year dropout rate is 3 percent and its derived four-year dropout rate is 12 percent. LUSD’s one-year dropout rate is 2 percent and its derived four-year dropout rate is 7 percent. RVUSD’s one-year dropout rate is 6 percent and its derived four-year dropout rate is 32 percent, more than twice the countywide rate of 14.5 percent. In all three districts, learning plans are currently developed only for high school students.</p> <p><i>Additional dropout data and results are found in the evaluation plan.</i></p>	<p>3.6: By the end of the project, high school four-year drop-out rates will decrease by at least 20 percent.</p>	<p>3.6.1: Develop 6-YEAR LEARNING plans (<i>an outline of student goals and class schedules</i>) for all students in grades 7 – 12 that emphasize target rates for completion within the 4-year period to be on track for high school graduation.</p> <p>3.6.2: Develop a process to check each student’s completion of requirements at the end of each school year.</p> <p>3.6.3: Provide supplemental academic counseling for students in need additional support.</p>	<p>3.6.1: The number of students that complete a 6-YEAR LEARNING PLAN with all required documentation.</p> <p>3.6.2: The number of students meeting annual target rates.</p> <p>3.6.3: The number of students referred for additional academic support.</p>	<p>3.6: Site Coordinators will work with district staff to ensure that learning plans are developed during 7th grade and maintained through the student’s graduation.</p>	<p>3.6.1: By the end of the project, high school Learning Plan completion rates will improve:</p> <ul style="list-style-type: none"> a) 90 percent of students with 6-YEAR LEARNING PLANs will complete all required documentation, b) 10 percent annual increase in the percent of 10th grade student who pass CAHSEE until 90 percent is reached, c) All students enrolled will pass the CAHSEE before their graduation from high school, as measured annually by school records. <p>3.6.2: By the end of the project, high school four-year drop-out rates will decrease by at least 20 percent as measured annually by school records.</p> <p><i>Note: Objective 3.6 need to be aligned with each school district’s strategic plan, identifying their goals related to dropout prevention. A definition of “dropout” will be adopted by June 2010. Alternative schools/program need to be included in these efforts.</i></p> <ul style="list-style-type: none"> a) WUSD rate will decrease to < 3 percent by 2013 (< 23 students in grades 9-12). b) LUSD rate will continue to be < 2 percent by 2013 (< 3 students in grades 9-12). c) RVUSD rate will decrease to < 5 percent by 2013 (< 6 students in grades 9-12).

SS/HS Element: Mental Health Services (Element 4)

Goal 4: Increase access to services for youth experiencing mental health problems.

<i>Baseline Data/Needs</i>	<i>Objectives</i>	<i>Activities</i>	<i>Process Measures</i>	<i>Partners</i>	<i>Indicators and GPRA</i>
<p>4.1: 45 percent of LUSD and 36 percent of WUSD 11th grade high school students surveyed in the springs of 2007 and 2008, respectively, reported they “felt sad and hopeless almost every day for two weeks or more that they stopped doing some usual activities”, at least once during the past year. Students who received school-based mental health services, only 30 in LUSD, 19 in RVUSD (waiting list) and 55 in WUSD (include community-based mental health services). There is no available data on the number of students who receive community-based mental health services. Referrals to community-based mental health services are 29 in LUSD, 84 in RVUSD and over 150 (need to be verified) in WUSD are receiving such services. In Willits and Round Valley, there are no school-based mental health service providers available for students to access.</p>	<p>4.1.1: Increase the number of LUSD and WUSD high school students receiving school-based mental health services by the end of the project in June 2013.</p> <p>4.1.2: Increase staff capacity to identify signs and symptoms of suicidal behavior.</p>	<p>4.1.1: Provide school-based mental health counseling for high school students in all three school districts.</p> <p>4.1.2: Mendocino County Health & Human Services will provide training to staff on signs and symptoms of suicidal behavior.</p>	<p>4.1.1a: <i>Number of students referred to the MH Counselor/Provider by Teachers.</i></p> <p>4.1.1b: Number of students seen by the MH Counselor.</p> <p>4.1.1c: Mental health service (school- and community-based) fidelity measures (See earlier list).</p> <p>4.1.2: Number of staff trained on signs and symptoms of suicidal behavior.</p>	<p>4.1.1a1: WUSD will contract with a local Mental Health Counselor to provide screening and counseling to middle and high school students and conduct groups for K-12.</p> <p>4.1.1a2: LUSD will contract with a local provider for mental health screening and counseling services.</p> <p>4.1.1a3: RV will collaborate with county HHS MH providers for MH screening and counseling services.</p> <p>4.1.1a4: Teachers will refer students in need of MH Counseling.</p> <p>4.1.2: Mendocino County HHS will provide training to staff on signs & symptoms of suicidal behavior.</p>	<p>GPRA #5 4.1.1: Increase the number of high school students receiving school-based mental health services by the end of the project in June 2013, as measured by school and provider records and CHKS annual data responses to question HS A.122/MS A.104.</p> <p>4.1.2: To increase staff capacity to identify signs and symptoms of suicidal behavior, as measured by a pre and post knowledge survey.</p>

SS/HS Element: Mental Health Services (Element 4)					
Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
4.2: In school year 2007-08, the number of students who were referred for community-based services ranged from 29 – 100 (need to be verified) in all three school districts. The number of students on a waiting list for community-based services ranges from 12 – 100+ (need to be verified), respectively.	4.2: To increase the percentage of students in grades K-12 receiving community-based mental health services by 30 percent above baseline by the end of the project in June 2013.	4.2.1: Provide referrals to community-based services for Mental Health services.	4.2.1a: The number of referrals made to community-based services. 4.2.1b: The number of referrals that resulted in services.	4.2.1: School Counselors and Teachers will refer students to community-based services according to assessments and need. 4.2.2: Site Coordinators will compile the data on a monthly basis.	GPRA #6 4.2: To increase the percentage of students in grades K-12 receiving community-based mental health services by 30 percent above baseline by the end of the project in June 2013, as measured annually by service and referral data reported by mental health providers.

SS/HS Element: Early childhood social and emotional learning programs (Element 5)					
Goal 5: Increase the emotional and social school readiness of young children.					
Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
5.1: Of the 150 children in the Consortium districts who were administered the Direct Results Developmental Profile (DRDP), only 27 percent of kindergarten children in Round Valley, 33 percent in Laytonville and 65 percent in Willits show an overall mastery in “Interaction with Peers”; and only 43 percent (Round Valley), 45 percent (Laytonville) and 66 percent (Willits) show overall mastery in “Self-Regulation” on the 2007-2008 Direct Results Developmental Profile (DRDP).	5.1: A 20 – 40 percent increase over baseline in mastery levels of the social-emotional components (four) of the DRDP in Willits, Round Valley and Laytonville kindergarten classrooms.	5.1a: Provide Positive Behavior student support plans (Applied Behavior Analysis (ABA) methods) for teachers and parents. 5.1b: Train teachers in ABA referral process. 5.1c: Associate Behavior Specialist’s (ABS) will provide student support plans for referred students.	5.1.1: The number of referrals to ABS from Kindergarten classroom Teachers for social-emotional behavioral issues. 5.1.2 The number of student support plans written by the ABS’s.	5.1: Mendocino County office of Education will provide the ABS’s through contracted staff.	5.1: By June 2013, a 20 -40 percent increase over baseline in mastery levels of the social-emotional components (four) of the DRDP in Willits, Round Valley and Laytonville kindergarten classrooms, as measured annually by a survey of kindergarten Teachers and DRDP’s.

SS/HS Element: Early childhood social and emotional learning programs (Element 5)					
<p>5.2: There are no behavior support services available for early childhood educators and parents in Laytonville. Existing services in Round Valley and Willits will end in June 2009. Parenting education is limited in all three districts. Developmental screening of children ages 0-5 in Willits and Round Valley in 2007-2008 found: 490 children screened, 120 (24 percent) parents needed at least one behavioral consultation for their child, and 122 (25 percent) needed behavioral and mental health services on a more structured level.</p>	<p>5.2: At least 100 parents and/or caregivers in all three districts who receive structured Applied Behavior Analysis coaching report an increased ability to manage their children's behavior by the end of the project in June 2013.</p>	<p>5.2.1: Facilitate at least one (1) Caregiver/Parent Training in each community on an annual basis.</p> <p>5.2.2: Provide community outreach to parents of children with behavior problems.</p>	<p>5.2.1a: The number of Parent/Caregiver trainings delivered.</p> <p>5.2.1b: The number of parent/caregivers that participate in trainings.</p> <p>5.2.1c: Pre and post parent/caregiver surveys.</p> <p>5.2.2a: Number of outreach efforts.</p> <p>5.2.2b: Number of parent inquiries in response to outreach efforts.</p>	<p>5.2.1: Healthy Start-Harwood Park in Laytonville will provide a neutral venue for parent training.</p>	<p>5.2: At least 100 parents and/or caregivers in all three districts who receive structured Applied Behavior Analysis Coaching report an increased ability to manage their children's behavior by the end of the project in June 2013, as measured annually by records kept by Associate Behavior Specialists and a pre and post Applied Behavior Analysis Coaching survey.</p>

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
5.1 (High School Graduates)	<ul style="list-style-type: none"> The district will review the courses and teacher assignments to ensure that all teachers who teach core classes are highly qualified in the subject matter being taught, or will develop a plan for each teacher to meet highly qualified status. 	9 th -12 th grade students	Superintendent Principal August 2010	Completion of review / plans that may have been developed	General Fund
	<ul style="list-style-type: none"> Teachers will participate in professional development that focuses on the development of rigor through active student engagement, and the development of academic vocabulary and literacy. 	9 th -12 th grade students	Superintendent Principal Teachers 2011-12 school year	List of staff participating in PD; outline of PD	Title I/ Title II
	<ul style="list-style-type: none"> Teachers will assess students on an on-going basis to determine the students that are not meeting standards and will provide supplemental instruction. 	9 th -12 th grade students	Principal Coach/Content Experts Teachers Beginning in 2010-11 school year	Formative assessment results from Data Director Lesson Plans	General Fund
	<ul style="list-style-type: none"> The school staff, in coordination with parent groups, Tribal Council, and Tribal Council TANF, will develop an incentive program to reward students for attendance and academic achievement. 	9 th -12 th grade students	Principal October 2010	Written Incentive Plan	EIA Tribal TANF Bronco Grant
	<ul style="list-style-type: none"> The school counselor will meet with each 8th grade student and his/her 	8 th grade students	Principal/HS and Elem	List of students/families that	General Fund

	<p>parents to inform them of graduation requirements, review “A-G” requirements, develop 4-year plans, and answer questions in the spring prior to transitioning to the high school.</p> <ul style="list-style-type: none"> The counselor will meet with each student (freshman-senior) to set individual goals and monitor progress towards graduation and/or college admission (semester). The school will provide grades for students in core classes at 5 week grading periods, and will communicate this information to parents. The school will provide CAHSEE intervention classes for juniors and seniors who have not passed the CAHSEE. The school will provide a credit recovery program using Cyber High. The school will provide tutoring after school. The school and Mendocino College will work together to provide remedial classes on the campus after school. The school will provide intervention classes, using intensive intervention curricula, in reading and mathematics within the school day. The counselor will meet with families of students who have identified as being at risk of not 	<p>9th -12th grade students</p> <p>9th -12th grade students</p> <p>11th and 12th grade students</p> <p>10th -12th grade students</p> <p>9th -12th grade students</p> <p>11th and 12th grade students</p> <p>9th -12th grade students</p> <p>10th – 12th grade students</p>	<p>Counselor April/May 2011</p> <p>Counselor Each semester, beginning in September 2010</p> <p>Principal Counselor Teachers October 2010</p> <p>Principal September 2010</p> <p>Principal September 2010</p> <p>Principal November 2010</p> <p>Principal Counselor January 2011</p> <p>Principal Teachers September 2010</p> <p>Counselor At end of each semester,</p>	<p>participated in conferences; student 4 year plans</p> <p>Student 4 year plans</p> <p>Copy of grades sent to parents</p> <p>Master Schedule</p> <p>Master Schedule; list of students participating in Cyber High</p> <p>List of students receiving tutoring</p> <p>List of course offerings</p> <p>Master Schedule</p> <p>List of students and dates of parent conferences</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund/Title I</p> <p>General Fund/Title I</p> <p>Title I</p> <p>No cost</p> <p>General Fund/Title I/EIA</p> <p>General Fund</p>
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	<p>graduating, beginning in each student's sophomore year.</p> <ul style="list-style-type: none"> The school will provide opportunities for students to participate in college field trips, presentations (college, career), SAT prep classes, Higher Education Week, and other CGI promotion events as part of the UCSF sponsored <i>College Going Initiative</i>. The school will provide an Algebra Academy for 8th grade students that involves preparation for success in Algebra and high education awareness activities. The counselor will complete an annual review of student transcripts to track completion of A-G requirements. 	<p>9th -12th grade students</p> <p>Targeted 8th grade students</p> <p>9th – 12th grade students</p>	<p>beginning in January 2011</p> <p>Principal UCSF Representative Fall 2010</p> <p>Principal Counselor UCSF Representative June-July 2010</p> <p>Counselor Spring 2011</p>	<p>List of activities/students who participated</p> <p>Schedule; outline of academy goals; list of college readiness activities</p> <p>Student transcript information provided by counselor; tracking form</p>	<p>UCSF Mendocino College MCOE General Fund</p> <p>UCSF Mendocino College United Way MCOE General Fund</p> <p>General Fund</p>
<p>5.2 (Dropouts)</p>	<ul style="list-style-type: none"> The school will provide workshops for parents focused on the importance of high school graduation, attendance, how to access school resources, options available for students for credit recovery, intervention, and tutoring. The school will work with Tribal Council to develop monthly cultural activities at the school, including Native American dance and UNITY meetings. Freshmen students will be assessed for competency in reading fluency and comprehension at the beginning of their freshman year, and intervention will be provided as needed. 	<p>9th – 12th grade students</p> <p>9th -12th grade students</p> <p>9th grade students</p>	<p>Principal Counselor September 2010</p> <p>Superintendent Principal October 2010</p> <p>Principal October 2010</p>	<p>Attendance sheet; outline of meeting</p> <p>List of events/dates</p> <p>Assessment Results; Master Schedule</p>	<p>General Fund</p> <p>Title I Bronco Grant Tribal Council</p> <p>General Fund</p>

	<ul style="list-style-type: none"> The school will participate in the SARB process with students who have been identified as habitually truant. The school, through the Bronco Grant, will provide a community liaison who will personally contact parents following the issuance of the first SARB letter to determine issues with student attendance and develop a plan to intervene. The school will support a wide variety of extracurricular programs, including sports, clubs, and student government. School staff will be trained to properly identify and document dropouts. 	<p>9th -12th grade students</p> <p>9th -12th grade students</p> <p>9th-12th grade students</p> <p>9th-12th grade students</p>	<p>Superintendent Principal Attendance Secretary Bronco Grant Coordinator September 2010</p> <p>Principal Bronco Grant Coordinator October 2010</p> <p>Principal September 2010</p> <p>Superintendent Bronco Grant Coordinator August 2010</p>	<p>SARB letters; SARB meeting minutes</p> <p>List of contacts</p> <p>List of extracurricular activities in place in school</p> <p>List of attendees</p>	<p>General Fund Bronco Grant</p> <p>Bronco Grant</p> <p>General Fund</p> <p>General Fund</p>
<p>5.3 (Advanced Placement)</p>	<ul style="list-style-type: none"> The school will align all core courses to the California Standards and the UC requirements for A-G classes. Teachers will be trained in the A-G update process and will develop A-G course descriptions. The RVUSD Board of Trustees will approve course outlines Course descriptions will be submitted to UC for approval. The school will convene an AP planning committee. 	<p>9th-12th grade students</p> <p>9th-12th grade students</p> <p>9th-12th grade students</p> <p>9th-12th grade students</p> <p>11th-12th grade students</p>	<p>Principal Counselor MCOE C&I staff September 2010</p> <p>Counselor MCOE C&I staff October 2010</p> <p>Superintendent Principal December 2010</p> <p>Superintendent Principal January 2011</p> <p>Principal January 2011</p>	<p>Course outlines</p> <p>Course outlines</p> <p>Board minutes</p> <p>Submission date; approval letter</p> <p>Minutes of meeting</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

	<ul style="list-style-type: none"> The AP planning committee will select course/courses to be developed as AP and will submit required documents. 	11 th -12 th grade students	Principal March 2011	Minutes of meeting; list of course/courses	General Fund
	<ul style="list-style-type: none"> Teachers identified to teach AP course/courses will be provided professional development (AP College Board, Summer Institute). 	11 th -12 th grade students	Principal Summer 2011	Purchase orders showing registration	Title II
	<ul style="list-style-type: none"> The counselor and AP teacher/s will provide parents and students with information regarding AP course/courses; rigor, expectations, reasons to take AP, AP exams, etc. 	11 th -12 th grade students	Principal Counselor Teachers Spring 2011	Minutes of meeting; handouts	General Fund

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the Cal Works 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. 	Round Valley Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as the low-income measure to identify schools eligible for Title I funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	Schools with a 75% or above poverty level are funded.

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 childhood programs to elementary school programs. • Timely and effective additional assistance to students who 	<p>Schools that receive Title I funding in the district have implemented a Schoolwide Program in order to integrate services and resources for all students. Through the DAIT process and re-write of the LEA Plan, the schools will adopt the following processes to address the following:</p> <ol style="list-style-type: none"> 1. A district-wide needs assessment has been completed, and the resulting recommendations include an ongoing assessment of school wide reform strategies that provide opportunities for all children to meet state standards. 2. Schools will adopt a shared framework for instructional strategies for implementation in all classrooms. 3. Summer school is included in the school plans for both schools; as well as extended learning time after school. 4. School plans include specific interventions for low achieving students, including special education and EL students, as well as students of poverty. 5. A major effort in the newly revised LEA Plan includes strategies to attract and keep highly qualified teachers. 6. Major staff development efforts are included in the LEA Plan and will be integrated into the SPSAs as appropriate. 7. The LEA Plan includes multiple strategies to increase parent involvement in the educational program of their children. An emphasis is placed on the establishment of effective two-way communication systems regarding student achievement.

<p>experience difficulty mastering state standards.</p>	<p>8. Included in the LEA Plan are transitional meetings with the preschool staff and the elementary school staff in order to ensure smooth transition from early childhood to elementary school programs.</p> <p>9. Accurate use of data in order to determine those students requiring intervention; further development of the intervention systems district-wide and monitoring of the students in the intervention program are all incorporated into the LEA Plan, and will be included in each school's SPSA.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Not Applicable</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.

	Description of how the LEA is meeting or plans to meet this requirement:
<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. 	Not Applicable
<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>	Not Applicable
<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>	Not Applicable

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.

	Description of how the LEA is meeting or plans to meet this requirement:
<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 LEA has 3 schools that are identified as Program Improvement.</p> <ul style="list-style-type: none"> • Round Valley Elementary School: Y5+ Identified PI in 1999-2000; • Round Valley High School: Y2 Maintaining Identified PI in 2007-08; • Round Valley Community Day School: Y4 Identified PI in 05-06. <p>The revised LEA Plan includes extensive assistance to help the schools to improve instruction, implement curriculum and reform practices to increase student achievement. To date the LEA has provided limited support to the school in PI due to issues described in the District Profile. While not addressed specifically in response to the PI status of the school, the RVES has implemented many structures and changed instructional practice greatly to better align with the Essential Program Components/EPCs due to the extensive work done through the SAIT process: see District Description for more information. The RVHS has re-written their SPSA as a result of their recent WASC Accreditation process; however the plan will be further revised to more clearly incorporate the recommendations of the DAIT Team, as well as address the mandates of Corrective Action Year 3 for PI if the school moves into Y3 status for the 10-11 school year.</p> <p>The LEA will provide the following Technical Assistance to schools in PI:</p> <ol style="list-style-type: none"> 1. The SPSA for each school will be re-written, incorporating the recommendations and actions from the DAIT Recommendations and

	<p>the newly revised LEA Plan.</p> <ol style="list-style-type: none"> 2. The professional development listed in the revised LEA Plan will be incorporated into the SPSA for each school. 3. Assistance in the implementation of effective strategies that will address the problems that got the school identified as PI will be provided by the LEA as supported by the DAIT. 4. The revision and alignment of the school budgets to support the implementation of the SPSA will be assisted through the DAIT.
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<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 LEA will provide all necessary notifications to parents regarding the PI status of their schools, including information on the right to transfer and the right to receive supplemental services.</p>
<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>There is a local alternative for school choice for the elementary school that is in PI; there is no local alternative for the high school. The LEA will pursue an agreement with a neighboring (40 miles away) LEA for the provision of school choice for the high school. Supplemental services will be offered to children based upon highest need/lowest performance on state tests/CST.</p>

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

	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.	See Plan Items E3.1-5 for an extensive explanation.
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.	See Plan Items D1.1-16 for an extensive explanation.

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
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	See Plan Items listed below for an extensive explanation:

<p>as:</p> <ul 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>Coordination and Integration of Services with Preschool/Head Start: B1.22; B1.23</p> <p>Title VII Part A: There is an oversight committee which includes representatives from the local Tribal Council. This committee provides input and oversees the implementation of the goals and activities of the Title VII Part A. This plan aligns with and supports the implementation of the LEA Plan.</p> <p>Limited English Proficient: B1.1; B1.2; B1.3; B1.4; B1.24; B3.1;G1.5; G2.7;H1.1;H1.2; H1.3 H2.1;H2.2; H2.3</p>
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Part III

Assurances and Attachments

Categorical Program Monitoring

Assurances

Signature Page

Categorical Program Monitoring Status for Round Valley Unified

Round Valley Unified School District was included in the requirement that all Categorical Program Monitoring (CPM) Cycle D LEAs not selected for a 2010 CPM Cycle D on-site review upload documents to the California Accountability and Improvement System (CAIS) pertaining to two 2010 CPM Cycle D program instruments, by the end of June 2010.

Due to the lack of district capacity to complete this task while simultaneously participating in the rigorous analysis and planning with the DAIT team; and then the re-write of their LEA Plan, the CDE has issued an extension for the district to complete the CPM review. Please see, included in this report, the text of the email issued from the Categorical Program Monitoring Office Categorical Compliance Division on May 14, 2010.

The DAIT team will assist the district in the completion of this important review during the 10-11 school year, and will incorporate information on their progress into the quarterly reports which will be submitted to the State Board of Education.

From: Patrick McMenamin
Sent: Friday, May 14, 2010 4:04 PM
To: divey@mcoe.us
Cc: Stacy Savoca; Laura Wagner; Hector Rico; Pilo Salas; Erin Carter; CAISHelp
Subject: 2010 CPM Cycle D

To: Dennis Ivey, Interim Superintendent
Round Valley Unified School District
Covelo, CA 95428
[707-983-6171](tel:707-983-6171)

Hello Dennis:

Based on information we have received from the District Improvement Office, Round Valley Unified School District is granted an extension to the requirement that all Categorical Program Monitoring (CPM) Cycle D LEAs not selected for a 2010 CPM Cycle D on-site review will upload documents to the California Accountability and Improvement System (CAIS) pertaining to two 2010 CPM Cycle D program instruments, by the end of June 2010.

Unless the district has already done so, we ask that between now and the end of June 2010, at least two members of the district team "get into" and become somewhat familiar with the CAIS system, by contacting Stacy Savoca in our office at [916-319-0502](tel:916-319-0502), and setting up user accounts (identify the district's CAIS administrator and at least one other user account) so that the district is ready to go next year, during the 2010-2011 school year, along with all other Cycle D LEAs.

Please e-mail us by June 30, 2010, at caishelp@cde.ca.gov to confirm that the district has set up at least two CAIS user accounts for the district's use.

Please feel free to contact me at [916-319-0357](tel:916-319-0357) or pmcmenam@cde.ca.gov if you need additional information.

Thank you.

Patrick McMenamin, Administrator

Categorical Program Monitoring Office
Categorical Compliance Division
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814
Phone: [\(916\) 319-0357](tel:916-319-0357)
pmcmenam@cde.ca.gov

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

STEVEN L. WARD
Print Name of Superintendent

[Handwritten Signature]
Signature of Superintendent

Date 6/14/10

