(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
<u>LOCAL EDUCATIONAL AGENCY (LEA) PLAN</u>

Please submit your completed revised LEA Plan by e-mail to <u>LEAP@cde.ca.gov</u> **no later than April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

<u>Name of LEA:</u> __Ventura Unified School District__

<u>County/District Code:</u> ____5672652__

<u>Dates of Plan Duration (should be up to three years):</u> ___April 2010 – March 2012_____

<u>Date of Local Governing Board Approval:</u> _____August 24, 2010_

<u>District Superintendent:</u> _____Dr. Trudy Tuttle Arriaga_____

<u>Address:</u> _____255 W. Stanley Avenue, Suite. 100_____

<u>City:</u> _____Ventura_____ State: CA_____ Zip: 93003

<u>Phone:</u> _____(805) 641-5000_____ Fax: __(805) 653-7855_____

Certification*: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*

See Assurances on pages 135-143. Signatures are required on page 144.

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Background

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

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

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

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

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

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

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

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

5. **All students will graduate from high school.**

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

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

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

- Rigorous academic standards

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

- API Reports - http://www.cde.ca.gov/ta/ac/ap

- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr/

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- AYP Reports – http://www.cde.ca.gov/ta/ac/ay

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
x	1. Measure effectiveness of current improvement strategies
x	2. Seek input from staff, advisory committees, and community members
x	3. Develop or revise performance goals
x	4. Revise improvement strategies and expenditures
x	5. Local governing board approval – on August 24 Agenda
x	6. Monitor Implementation - ongoing

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
X	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants	X	**Adult Education**
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers	X	**Other: Special Education**
X	Other (describe): **Indian Education**		**Other: Supplemental School Counseling**
X	Other (describe): **Foreign Language Acquisition Program (FLAP)**		**Other: Instructional Materials Realignment**
			Other: English Language Learners
			Other: Peer Assistance and Review

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	386,843	1,975,598	2008795	85%
ARRA, Title I		493,716	420,659	85%
Title I, Part B, Even Start		23,000	21,805	
Title I, Part C, Migrant Education	5,276	247,246	239,677	95%
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	1,917	677,993	679,910	85%
Title II, Part D, Enhancing Education Through Technology	24,407	20,238	42,326	94,8%
Title III, Limited English Proficient	20,485	257,000	272,044	98%
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	17,423	56,612	74,035	98%
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Adult Education	19,368	516,336	535,704	100%
Career Technical Education		98,009	93,342	95%
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education		2,863,272	2651858	93%
21st Century Community Learning Centers	N/A	N/A	N/A	N/A
Other: ARRA - IDEA	598,811	3,106,245	2764723	89%
Other: ARRA – Pre School	19,935	100,145	94657	94%
Other: ARRA – Pre School	32,782	164,573	155,554	94%
TOTAL				

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	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	333,815	1,480,227	1,613,184	89%
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
Child Development Programs		1,279,070	1137890	89%
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	8,434	107,109	109,540	94.8%
High Priority Schools Grant Program (HPSGP)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other: Adult Ed		69,231	69,231	
Other: Special Ed		10,498,183	4,912,421	67%
TOTAL				

Part II
The Plan

Needs Assessments
 Academic Achievement
 Professional Development and Hiring
 School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

- o Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- o Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

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

School Safety and Prevention

Needs Assessment Tools: California Healthy Kids Survey (CHKS) results 1999, 2001, 2003, 2004, 2006 and 2008; School Climate Surveys (2006, 2008), previous California Safe Schools Assessment; Safe and Healthy Schools Annual Report; CWA suspension and expulsion documentation; Ventura Police Officer citations and reports; City of Ventura School-Law Partnership for Safe Schools and Neighborhoods data collection; Ventura Community Partnership for Youth Collaborative data collection; District Leadership Team needs assessments and reports; tobacco cessation educational support group Intervening With Teen Tobacco User (TEG) and Helping Teens Stop Using Tobacco (TAP) pre/post evaluations; 2001, 2003, 2006 and 2008 Parent and Community Alcohol, Tobacco, other Drugs and Violence Input Survey, Healthy Start/Family Resource Center ongoing needs assessments and program analysis; Safe and Healthy Kids Accountability Annual documentation record; Grant to Reduce Alcohol Abuse (GRAA) survey data (2008-2011),and the 9-12 Tobacco Use Prevention Education grants.

Private schools participating in Title IV are informed of the services as reflected in the Title IV regulations. Fall of 2008, private school administrators met with the Title IV Coordinator and were provided a Part II Single Plan template for Safe School, Healthy Students. Throughout the year, participating private schools are invited to participate in local ATODV related workshops and district and community meetings. Participating private schools declined to participate in the CHKS and are encouraged to collect data relative to ATODV use and behaviors.

Violence

Per the 2008 California Healthy Kids Survey:
- Bullying and harassment continues to be of concern at all grade levels, although it appears to decrease as students get older.
- About one third of secondary students report at least one period of significant sadness. This number is higher among Alternative High school students.
- Students feel safe at school with the percent of students reporting they feel very/safe at school ranging from 56% and 68% depending on grade level. At the elementary level, 85% of students feel safe at school.
- Close to one-half of students report being harassed at school. Bullying (pushing, hitting) is common in 5th grade with a decrease from 63% reporting this behavior in 2001 to 41% reporting such behavior in 2004. In the 2008 survey, 51% of 5th grade students reported bullying behaviors.

CWA reports during 2007-2008:

- 4,386 days of suspension occurred for incidences of caused/attempted to cause/threatened physical injury (~16%); weapons possession (~1.6%); used/sold/possession of controlled substances (~6%) robbery/extortion (~3%); disrupted school activities (~18%); sexual assault (~0.8 %); hate/violence/terrorist threats (~0.8%).

- Other school-violence statistics:

	2006-2007	2007-2008	2008-2009
Recommendations for expulsion (high school)	51	52	44
Recommendations for expulsion (middle school)	25	23	17
Recommendations for expulsion (elementary)	0	0	0
Total Expulsion Recommendations	**76**	**75**	**61**
Assaults on school employees by students/ parent/ other than employee or student	**13/14/11**	**31/11/2**	**31/11/2**

Alcohol

California Healthy Kids Survey 2008 data:
- In 2008 alcohol use among secondary students exceeds that of their peers statewide. About 9% of our 5th grade students report drinking alcohol in the past month.
- Binge drinking is an issue especially for students at higher grade levels. 25% of alternative school students report binge drinking 3 or more days in the past month.
- Alcohol continues to be reported as easy to get. More than 70% of 9th & 11th grade students report it is fairly or very easy to get.
- About one-third of 9th graders and almost one-half of 11th graders report being drunk at some point in their life.
- Among 9th graders, 25% reported having driven a car drunk or been in a car driven by a friend who was drunk, compared to 34% of 11th graders, and 42% of alternative high school students. These numbers have decreased significantly since the 2004 survey.

Tobacco

California Healthy Kids Survey 2008 data:
- In grades 5, 7, 9 and 11, fewer students are trying and using cigarettes.
- 2008 data shows an increase at 11th and Alternative High School student cigarette use, but that may be attributed to the larger number of students surveyed due to the change to "passive consent" for CHKS.
- Cigarette use among Alternative High School students has been difficult to impact, but dropped off significantly in 2004.

Other illegal drug use data:
California Healthy Kids Survey 2008 data:
- Few 5th graders report marijuana use. As students get older, marijuana use increases. 11% of 7th grade students, 31% of 9th grade, 49% of 11th grade and 59% of alternative high school students report using marijuana one or more times
- Alternative high school students report more use of illegal drugs or all types compared to other students.
- 9th and 11th graders have higher rates of marijuana use than 9th and 11th graders statewide.

Miscellaneous Exercise, Nutrition, Mental Health, Asset Development, Attendance and Truancy data:
California Healthy Kids 2008 Survey:
- 83% of 5th grade students eat breakfast daily. More than 50% of secondary students at each grade level reported eating 5 or more portions of fruit and vegetables in the previous 24 hours.
- The percent of students who eat breakfast decreases as students get older.
- 76% of 5th grade students report exercising 4 or more days a week. At the secondary level 64% of 11th graders versus 80% of 9th graders exercised on at least 3 of the past 7 days.
- Students reporting high or moderate assets have more caring relationships with an adult in school than those who have reported low assets.
- Students are reporting that opportunities for "meaningful participation" in school have not made much of a change in the past 4 years

Child Welfare and Attendance data:
- During the 2008-09 school year, 189 students were cited for truancy or daytime curfew by the Ventura Police Department.
- District attendance was 96.12% in 2004-2005, 95.38% in 2005-2006, 95.63% in 2006-2007, 95.58% in 2007-2008, and 96.04% in 2008-09.
- The percentage of students referred to the School Attendance Review Team in 2004-2005 was 2.56%, in 2005-2006 it was 3.6%, in 2006-2007 it was 3.68%, in 2007-2008 it was 4.18% and in 2008-09 it was 4.09%..
- The number of students participating in Home-Hospital Services for grades K-12 during 2004-2005 school year was 33, 2005-2008 no data available. In 2008-09, it was 41.
- Drop-out rates in grades 9-12 were 2.7% in 2004-2005, 2.1% in 2005-2006, 2.4% in 2006-2007, and 1.1% in 2007-2008. Data for 2008-09 is not yet available.

Prevention Education Staff Development:
Over the past few years, staff development opportunities for classroom research-validated prevention curricula/activities/strategies have been provided for select participants. In response to the CDE guidelines relative to proven effective programs/activities/strategies, since 2003, district Title IV and TUPE and GRAA funds have been used to support staff development for CDE approved programs. Adopted curriculum includes: Project Toward No Drug Abuse, Too Good For Drugs and Violence, Project Alert, Class Action, Positive Prevention, Tobacco Intervention and Cessation training and The Great Body Shop. Workshops such as school safety, first aid and CPR and youth development have been ongoing.

- In the 2003-2004 school year, 121 teachers, counselors, school nurses, administrators and other support staff participated in staff development in the School Board adopted prevention education curriculum.
- During 2004-2005 school year, 217 teachers, counselors, school nurses, administrators and other support staff participated in staff development in the School Board adopted prevention education curriculum
- During the 2005-2006 school year, more than 350 teachers, counselors, school nurses, administrators and other support staff participated in staff development in the School Board adopted prevention education curriculum.
- In the 2006-07 school year, 561 certificated teachers and 43 classified staff participated in staff development provided through Health Services Programs.
- In the 2007-08 school year, 59 teachers and 57 classified staff were trained in the school board adopted prevention curricula.
- In the 2008-09 school year, 180 staff members were given grant specific training, and 36 were trained in the school board adopted prevention curricula.

Focus Areas of Single Plan for Student Achievement

After a review of NCLB Goal 4 – Safe, Drug-Free, Healthy Learning Environments, a primary focus area to address is ATODV policies and procedures by increasing awareness for students, parents/guardians and community-at-large, consistently implement and enforce, and provide standard consequences for student infractions. Schools also indicate a need to continue to provide staff development to promote a caring and secure learning environment, build student connectedness, and knowledge of how to access school and community resources. Almost all schools indicated a desire to establish, maintain, or enhance the implementation of educational support groups for students. Lastly, almost all schools indicated a need to continue using intervention in the form of support services to families in terms of improving attendance.

Following is a brief summary of common ATODV issues noted in the Single Plans.

Violence:
- Although bullying behavior was indicated at all grade levels, it was of significant concern at the elementary level.
- Most schools indicated a need to increase student connectedness, support a caring environment, and strengthen the student/adult relationship so that students would feel safe disclosing possible unsafe situations to an adult.

Alcohol/Tobacco and Other drug use:
- At the upper elementary and middle school level, early intervention support in the form of parent/guardian education for at-risk youth was seen as a potential strategy.
- Almost all elementary schools identified a need to consistently implement ATODV classroom based prevention education and counseling support including support for victims of bullying.
- At the elementary and middle schools, most schools indicated a need to continue to implement a standards-based Physical Education program.
- At the middle school level most schools indicated a desire to promote positive youth development activities, peer mediation, counseling support and intervention alternatives.
- At the high school level a need to establish a coordinated and comprehensive ATODV identification and referral process strengthen by an alternative to suspension program were identified as major areas of focus.
- Most schools indicated a need to integrate ATODV instruction ensuring it is aligned with standards-based education and integrated into core subject areas.

Objective analysis of <u>current conditions and consequences regarding ATODV behavior:</u>

School Board Policy, Annual Notice of policies and procedures, student agendas, and ongoing school-to-home correspondence are the primary means to articulate the consequences for offenses. During the 2003-2004 school year, within the Ventura Community Partnership for Youth Collaborative, Administrative Guidelines surrounding alcohol, tobacco, and other drug use were established, articulated and enforced. These guidelines continue to ensure the delivery of consistent and fair consequences throughout the secondary levels. Based upon district level and community surveys such as the Parent Involvement Survey and School Climate Survey, more effort is needed to enhance knowledge of prevention and intervention programs, increase the articulation of the policies. In addition, the well-established VUSD Community Resource Guide and other ATOD resource information continue to be disseminated to students and families.

Based on needs assessments and input from the Ventura Community Partnership for Youth Collaborative, the need for a preschool –12th grade comprehensive prevention program was validated. In 2000, the district adopted a K-12 prevention education curriculum following the Principles of Effectiveness guidelines and National Institute on Drug Abuse Prevention Principles for School-Based Programs. The goal of the curricular investigation was to research and obtain an asset-based prevention program that was sequential and comprehensive to meet School Board Policy. The curriculum was aligned with best practices and provided a vehicle for social skills development, information sharing and building connectedness to school through classroom instruction.   At that time, the school board adopted curriculum is not scientifically based, although it is research based. Therefore, the district reevaluated the program implementation and has pursued CDE science based curriculum at each grade level that meets the needs of our district. In 2003, the School Board adopted science-based prevention education curricula at the 9th and 12th grade levels. In 2004, research-based HIV/STD prevention curriculum for the secondary level was also School Board adopted. May 2005, the School Board adopted Physical Education standards. Through the efforts of the elementary health liaisons and the teacher specialist for Health Programs, a science-based curriculum, The Great Body Shop, was approved through a waiver with the CDE for Pre-school through grade 5 in fall of 2005. In September 2009, Project Alert, a science-based ATOD prevention curriculum was adopted for use with 7th and 8th grade students.

Binge drinking continues to be to most prevalent and disturbing behavior identified by CHKS in VUSD schools. Parent awareness and education as well as universal, targeted and intensive services for students are needed at middle and high school campuses to bring about any change in this behavior. Health Services Programs staff successfully wrote for and received a Grant to Reduce Alcohol Abuse from the US Office of Safe and Drug-Free Schools to be implemented during the 2008-09, 2009-10 and 2010-11 school years to combat the increase in binge drinking as identified by our data. The grant goals are: reduce the percent of students binge drinking; increase the percents of students who disapprove of alcohol abuse and increase the percent of students who believe alcohol is harmful. We chose to address the problem through several different routes: parent education, social change theater, increased access to student assistance programs and support groups, asset development strategies and continued focus on prevention curriculum in our classrooms.

Goals
- Continue to implement and evaluate the scientifically-based, research-validated prevention/intervention curricula that address the needs assessment including but not limited to the following focus areas: Preschool - violence prevention, Elementary - bullying and harassment behavior, Middle - prevent use and reduce use of ATOD and bullying and harassment behavior, high school – identification and services to at-risk populations, and alternative school - intensive intervention support. In addition, enhance the existing ATODV parents/guardians education at the 6 – 12 grade levels.
- Ensure ATODV school board policies and consequences are clearly articulated.
- Continue to provide staff development for the curricula to ensure effective implementation.
- Maintain program accountability to ensure prevention education implementation reaches all students each school year.

School Safety and Prevention
The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A).

Descriptions – District Planning

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

Ventura Unified School District (VUSD) is committed to making a difference in the lives of youth by ensuring that they attend Safe, High-Performing, and Healthy Schools. Through the leadership of Superintendent Dr. Trudy Arriaga, district employees collectively strive for high academic student achievement and for school campuses that foster connectedness and belonging.

VISION STATEMENT
In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a life-long passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

MISSION STATEMENT
The Ventura Unified School District will educate all students in safe, healthy and high performing schools.

<div align="center">

We will
Inspire all students to excel academically,
Honor the unique qualities and diverse backgrounds of all students,
Build supportive relationships,
Guide all students to reach their full potential,
Motivate all students to successfully pursue their chosen life paths, and
Engage all students to become responsible and contributing members of society.

</div>

DISTRICT GOVERNING PRINCIPLES

Every student can learn.

We will make decisions in the best interest of students.

We will value and celebrate diversity, and treat all people with dignity and respect.

We will operate in a fiscally responsible manner.

We will work as a team.

We will maintain a working environment that promotes professional growth and excellence.

We will celebrate and recognize success, creativity and achievement through a variety of indicators.

We will embrace families and community as partners in education.

Overview of Ventura Unified School District

Located in the city and county of Ventura, California, the District serves students attending 30 schools. District programs include:

- ✓ Pre-school
- ✓ Elementary, grades K-5; elementary-middle, grades K-8
- ✓ Middle school, grades 6-8; a community day middle school
- ✓ High school, grades 9-12; a continuation high school; a community day high school; an Independent Study high school
- ✓ Adult education program
- ✓ Kindergarten through grade eight Open Classroom program
- ✓ Special education classes and services

The district consists of: 15 elementary schools; 2 elementary-middle schools; 4 middle schools; 1 community day middle school; 3 high schools; 1 independent study school; 2 alternative high schools; 1 continuation high school, and 1 community day high school.

Students by Ethnicity
Ventura Unified School District, 2009 -10

	District 09-10		
	Enrollment	Percent of Total	
American Indian	186	1.06%	
Asian	500	2.86%	
Pacific Islander	65	0.37%	
Filipino	163	0.93%	
Hispanic	7945	45.44%	
African American	437	2.49%	
White	8187	46.8%	

	Participants 09-10	Percent of District Enrollment 09-10
English Learners	2,562	14.65%
Free/Reduced Price Meals	7,011	40.1%
Special Education	1,680	9.6%

Source: EL, Child Nutrition, Special Ed, Data Quest

The district has 15 Title I schools: nine elementary schools, one middle school, one community day middle school, one community day high school, and one continuation high school, and two alternative high schools. One elementary school, one elementary-middle school, one community day middle school, one community day high school and two alternative high schools implement Title I targeted assistance programs. Seven elementary schools, one middle school, and one continuation high school operate under the Title I guidelines for schoolwide programs. VUSD is a provider of a Deaf and Hard of Hearing Program for the Ventura County Special Education Local Plan Area (SELPA) for students in preschool through grade eight at one elementary and one middle school site. VUSD is a provider district for several school districts for students with Emotional Disturbance grade kindergarten through twelve at one elementary school, two middle schools and two high schools. VUSD provides itinerant vision specialist services to several districts in the western part of Ventura County.

Facts in Brief

- ❖ In 2009, Ventura Unified School district had an API of 799, reflecting a 15 point growth from the previous year.

- ❖ In 2009, 13 VUSD schools had API's of over 800; 2 schools had API's of 900. 3 of these high performing schools receive Title I funds.

- ❖ All of the high schools in VUSD are fully accredited by the Western Association of Schools and Colleges.

- ❖ Ventura Unified has 21 state distinguished and four nationally recognized schools, and three schools that received Title I Achievement Awards during 2006-07, and one school that received the Title I Achievement Award in 2009-10

- ❖ Total enrollment is approximately 17,000 students per year.

- ❖ Students are taught by approximately 941 teachers and supported by approximately 789 classified personnel.

- ❖ The budget for the 2009-2010 fiscal year is approximately $140 million.

- ❖ District management staff includes a superintendent, 84 certificated administrators, 22 classified managers and 7 confidential employees.

Additional Analysis of Current Status:

In the 2009-10 school year, Ventura Unified School District entered Year 3 of Program Improvement under No Child Left Behind. As such, the LEA is required to submit a revised LEA Plan to the California Department of Education. Seeing this as an opportunity to examine carefully what exists, and determine the direction in which Ventura Unified should proceed in order to improve student learning and close the achievement gap, the LEA conducted an extensive analysis of our programs and practices.

District leadership and staff participated in the District Assessment Survey (DAS) and English Learner Subgroup Self Assessment (ELSSA) in spring, 2010. Using the information and data gleaned from the DAS and ELSSA, as well as by looking at current student achievement data, VUSD revised its LEA Plan. This revised LEA Plan reflects summary findings regarding the district's current situation, and next steps for improving student achievement. This was a system-wide effort, with input from many stakeholders, all dedicated to providing high quality instruction to all students.

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

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

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

a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

A thorough analysis of data from CSTs and CAHSEE are conducted to determine next steps for instruction.

Through 2008-09, the LEA implemented a series of benchmark exams that were created in-house. Realizing that these assessments were not as rigorous as they should be, the LEA is working with IntelAssess to create a series of rigorous standards-based benchmark exams in English language Arts and math; these will be implemented in 2010-11.

PLEASE SEE APPENDIX G

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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

Goal: *Ventura Unified School District will meet the Annual Measurable Objectives set forth by NCLB in English language Arts.*

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Beginning in the 2010/2011 school year Elementary, Middle School, and High School English/Language Liaison Meetings will resume addressing curricular issues, benchmark testing and ongoing analysis of student results using the School City data management system.	*Fall, Yearly* *ELA Teacher Specialists*	Printing Substitutes or stipends	$6,000	Title II
Pacing guides and assessment schedules will be developed to maintain intensive approach in ELA/ELD courses for EL students	June and August 2010 Principals, Spec. Needs Consultant	Release time Printing	$1,000	Title III
Textbooks and supplemental materials are aligned with the standards.	*During all adoption selections* Director of C & I	Release time for adoption committee (teachers)	$4,000	Title II

The Health Program Staff will continue to collaborate with the department of Curriculum and Instruction to implement the prevention education curriculum to support English Language Arts (reading) in grades K-12 as appropriate.	*Fall/Yearly* Health Program Specialist Director of C & I Prevention Education Coordinators/ Liaisons Teachers Teacher Specialists Assistant Principals; and Principals	Release time Consultants Curricula	$24,000 $72,000	Title IV (ending 2010) TUPE
Expanded ELD/ELA block courses will be included in the master schedules at all four middle schools, consistent with the CELDT levels and CST performance of the students at each grade level.	June 2010 Principals	N/A	$48000 / site	EIA/LEP General Fund

Provide special education teachers with professional development on standards based instruction and assessment. Special education teachers have access to core texts and materials at chronological grade levels, aligned with standards.	*Monthly SAI Meetings beginning Sept. 2010* Director of C & I Special Education Program Directors	Textbooks Consumables Phonics Manipulatives Supplementary materials	$20,000	IMFRP Title II Part A
All EL middle school students will participate in awareness/motivation sessions viewing district-developed PowerPoint about CELDT, CST, CAHSEE, Reclassification and Multilingual seals.	Annually beginning September 2009 Asst. Principals	N/A	No additional cost	NA
2. Use of standards-aligned instructional materials and strategies				
The District uses standards-aligned instructional materials for secondary ELD courses.	*Yearly, beginning Sept. 2008* Director of C & I Bilingual Program Director; High School Principals & Teachers	Release time	No new costs	IMFRP
Expanded ELD/ELA block courses will be included in the master schedules at all four middle schools, consistent with the CELDT levels ad CST performance of the students at each grade level.	June 2010	N/A	$48,000/site	EIA/LEP General Fund
The Health Program Staff will continue to collaborate with C&I to purchase instructional materials that are on CDE's list of research-validated, science-based prevention education curricula that are aligned with Reading standards in grades K-12. Suggested prevention education lesson plans will be provided where applicable.	*Fall, Yearly* Health Program Specialist Director of C & I Prevention Ed Coordinators/Liaisons; Student Support Services Staff Teachers Teacher Specialists Site Administrators	Release time for staff Consultants Curricula Publications Student Assistance Stipends	$24,000 $72,000	Title IV (ending 2010) TUPE

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers will be utilizing universal and/or selected screening in K-12 to target reading instruction	*Yearly, beginning Fall 2010* K-5 Literacy Teacher Leaders, Director, C&I Language Arts Teacher Specialists Literacy Coach Principals	Professional Development Duplicating costs	$3,000	Title II, Part A
Teachers will regularly examine student work samples and benchmark test results at grade level meetings to ensure that students are mastering grade level standards. Principals will use collaboratively-developed walk-through tools to monitor and support full implementation of *Houghton Mifflin, Inside* and *Edge* curriculum including universal access components as appropriate for ELs with emphasis on grades 4-6, 6-8, and 9-11	*Quarterly* Teachers Principals *Quarterly* Bil. Director Principals	Site staffing allocations No additional cost	N/A N/A	N/A N/A
3. Extended learning time				
Middle schools and high schools will offer blocked periods of English and reading or ELD and reading for students who meet the criteria for enrollment.	*Semester* Middle School and High School Principals; Middle School and High School Assistant Principals of Curriculum and Instruction; Teachers	Site staffing allocations	N/A	N/A

High schools will offer credit recovery summer school classes for students in need.	Teachers; Principals; Assistant Supt. Of Ed. Services	Supplies; Materials; Staff	$50,000	State intervention money
Health prevention curricula will be integrated into extended learning opportunities as a way to enhance and enrich programs.	*Yearly* Program Specialist – Health Director of C & I Prevention Education Coordinators /Liaisons Student Support Services Staff Teacher Teacher Specialists Site Administrators	Curricula	$50,000 $10,000	Title IV (ending 2010) TUPE

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
Expand the use of technology (computers, visualizers, digital camera/projectors, and lap tops) and targeted use of Accelerated Reader and Success Maker in elementary and middle schools, SRI computer adjusted assessment in middle and high schools, and CAHSEE aligned instructional models in high school	*Fall, Yearly* Teachers	Hardware	Varies by site need	SLIBG Site Title I Site Block Grant EdTech K12 Title II, Part D
The Health Program Staff will continue to collaborate with designated school staff to facilitate student activities and deliver strategies such as creating websites and technology based public service announcements, research projects, technical reports and presentations to address Reading standards where applicable.	*Monthly* Program Specialist – Health; Director of C & I; Prevention Ed Coordinators Student Support Services Staff Teachers Teacher Specialists Site Administration	Publications	$3,000 $1,000	Title IV (ending 2010) TUPE
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
Provide staff training in ELD Standards, Systematic ELD, interpreting CELDT assessment results, and ADEPT training, striving readers, and literacy for students with specific learning disorders.	*Yearly* Directors ELD Teacher Specialist Special Education Staff Teachers Para-educators	Printing Release Time	$15,400	Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development for School City disaggregation web-base software program: includes all state testing and district benchmarks.	*Yearly, beginning August 2010* Principals Teachers Special Education Staff; Technology Department Curriculum Technology Teacher Specialists	No extra cost	N/A	N/A
Professional development for teachers and principals in the district-wide literacy assessment model and resources for instruction.	*Spring 2010* Principals; teachers; Director, C&I; Director, SAI; Language Arts Teacher Specialist; Literacy Coach	Release time (teachers); materials	$12,000	Title II A
Lead teachers from each grade level at each school will serve as trainers of trainers to support the implementation of the new *VUSD Literacy Assessment Program.*	Beginning Spring 2010 Principals Teachers Director C&I	Release time Materials	$15,000	Title II A
Principals will receive training in *VUSD Literacy Assessment Program,* ELD/ELA Curriculum, and using student data for program planning through monthly principals' meetings with the superintendent, directors, and program specialists.	*Yearly, Beginning Fall 2009 at monthly meetings* Principals Teacher Specialists Directors	N/A	N/A	N/A

	Yearly, Beginning Fall 2009			
District specialists in ELD and Language Arts will provide site-specific coaching and training targeting the increased performance of EL students in English Language Arts.	Teacher Specialists	N/A	N/A	N/A
	Yearly, Beginning Fall 2009 Teacher specialists Directors			
Principals, specialists, grade level lead teachers will participate in district and county training opportunities to support the district-wide implementation of the Response to Intervention (RtI) model.	Special Ed Administrators	Conference fees	$2000/site	Title II funds
	Yearly, Beginning Fall 2009 Teacher Specialists Special Ed administrators			
District ELD and dual language program specialists will provide consultation support to special education program administrators to reduce inappropriate identification of ELs for special education and recommend appropriate services.		N/A	$10,000	District ARRA funds
	Yearly, Beginning Fall 2010 Bil. Specialist Guest presenters			
Paraeducators will receive training on best practices for Reading through 4-part district workshop series.				Title III
	Yearly, Beginning Spring 2010	N/A	$400	
Site administrators and curriculum specialists/coaches, utilizing observation tools, will assist classroom teachers in modifying specific classroom ELA instructional practices.	Principals Specialists Directors			N/A
		N/A	N/A	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Informational handouts, classroom lesson materials, and literature for parents will be available or translated into Spanish. An annual newsletter is distributed to the families of students in grades 5-12 providing information that links healthy student choices with academic success.	*Fall, Yearly* Program Specialist & Teacher Specialists, Health Programs	Printing & Translation	$3,000	Title IV Title I A Central Title III
Teachers will report on student progress on goals & objectives as well as standards at reporting periods through parent conferences	*Yearly, Quarter & Trimester* Teachers	NA	NA	NA
All parents will receive student tests results and an explanation of how to read them and what they mean within twenty days following receipt of state testing scores. Local benchmark administration results are posted on the district's web site.	*20 days after assessment results tabulated or received* Director of Student Performance and Program Evaluation	Mailing Printing	$5,000 for STAR reports $630 for CAHSEE	General Fund - Testing
Each parent will be invited to at least one parent conference at which teachers discuss the reading program and assessment results in grades K-5. --- Parents of students in K-5 will receive The Great Body Shop Parent information bulletins monthly and be asked to read with and review information with their child.	*Fall, spring* Individual parents and teachers ----------------------- *Monthly* Teachers	No extra cost ---------------------------- Copy costs	N/A -------------------- $2,000	N/A -------------------- General fund - sites
Each school will maintain a School Site Council with staff, parent, and community representatives. Each Council will receive reports on overall student assessment in reading and will communicate the results to the entire school community. Site Councils also contribute input on how to improve school reading programs.	*Monthly meetings* Site council members	Minutes, handouts	$200/site	SLIBG – site Title I
Each school will be represented on the District's Parent Advisory Council.	*Monthly* Superintendent Parent advisory council members	Agendas Mailing for reminder notices	$500	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Parent Institute for Quality Education will offered at Montalvo Elementary and De Anza Middle Schools (De Anza Academy of Technology and the Arts effective 2010-11); materials and time to plan and hold parent sessions on how parents can support their children will be provided with the assistance of California State University Channel Islands. PIQE is offered in both English and Spanish.	*Fall, Yearly* Site-selected leadership parents; Director of Student Performance and Program Evaluation Teacher Specialists	Materials Printing	$7,000 per sitee	Title I Central Title I Site Funds EIA/LEP Title III
Site parent sessions in literacy.	*Quarterly* Parents; Principals Teachers	Printing Child Care Hourly rate to presenters	Hourly rate $33 *(Total amount varies by site based on need)*	Title I Site SLIBG Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				
Middle schools and high schools will offer blocked periods of English and reading or ELD and reading for students who meet the criteria for enrollment	*Semester* Middle School and High School Principals; Middle School and High School Assistant Principals of Curriculum and Instruction; Teachers	Site Staffing Allocations	Average: $65,000 per teacher	General Fund
Teacher Specialists will work in K-12 classrooms to assist teachers in helping students acquire reading skills and ELD skills.	*Daily* Title I Teacher Specialists	Salaries/benefits of Title I Teacher Specialists	Average: $13,000/per teacher specialist	Title I Site Title II A
Early identification of barriers to learning in support of access to education.	*Yearly* Health Program Specialist Director of C & I Prevention Education Coordinators/Liaiso nsStudent Support Services Staff;	Release time for staff	$24,000 $72,000	Title IV (ending 2010) TUPE

	Teachers Teacher Specialists Site Administrator			
Implement Parent Project for at-risk populations who are identified through SARB. Partners: City law enforcement and county district attorney.	*Yearly* Community Health Staff; Director of CWA Assistant Director of CWA community partners	Paraprofessionals Child Care Certificated Teachers Materials	$18,500 Community partners - in-kind	Title III
Implement LET family literacy program for kindergarten families of English Learners at specific schools.	*Yearly* Bilingual Specialists Kindergarten teachers Principals	Materials	$1,200/site	EIA/LEP Migrant Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness				
ELD progress is monitored through ADEPT assessments at K-5 and through curriculum-embedded assessments in grades 6-12. Reading is monitored by K-3 universal screenings and selected screenings in grades 4-12, as well as K-12 curriculum-embedded assessments, and 2-11 standards progress tests. In addition, all students enrolled in blocked English and reading or ELD and reading classes are assessed with SRI three times a year to monitor progress.	*Quarter, Trimester* ELD Specialist Principals Assistant Principals Teachers	Teacher Training Release Time Contract with Cal Lutheran University (CRLP)	$7000	Title III
The Program Specialist and Teacher Specialists – Health Programs will continue to collect Prevention Education Accountability Logs to monitor classroom prevention education implementation. The results of the California Healthy Kids Survey data will be analyzed and disseminated with support from VCSSO, Research and Evaluation department. The above data will indicate barriers to learning and identify areas of greatest for the improvement of student achievement.	*Monthly* Program Specialist – Health; Prevention Program Advisor; Director of C & I; High School Prevention Education Coordinators; Student Support Services Staff; Teachers; Teacher Specialists Assistant Principals and Principals	Evaluator, Ventura County Superintendent of Schools, Research & Development Department CHKS implementations	$18,000 $ 6,500	Title IV (ending 2010) TUPE
School City disaggregation web-base software program is used at all sites to monitor student learning for all sub-groups: includes all state testing and district benchmarks. District-wide literacy assessment routines will be implemented at grades K-12 to pinpoint any instructional areas that require re-teaching, strategic or intensive intervention in a timely way	*Quarter/Trimester* Principals Teachers *Beginning spring 2010* Principals Teachers	N/A	$7.00 per student $134,000; N/A	Title I A Title II D SLIBG Central N/A

	Bil. Director			
9. Targeting services and programs to lowest-performing student groups:				
Teachers receive class rosters showing student data to include: language proficiencies, program placement, home language, STAR test results, CELDT component and overall scores. For students in blocked English and reading, or ELD and reading classes, SRI results are used. Teachers have access to this information via their computer desktop.	*Fall, Yearly* Bilingual Program Specialist Technology Department Principals Director of Student Performance and Program Evaluation	Printing	$500	Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
School resources will continue to implement strategies to promote school connectedness, attendance, and with consideration of the diverse needs of the target populations. To better identify at-risk students at the secondary level, questions were added to the CHKS. School Single Plans include the implementation of prevention education program to address specific barriers to learning at individual schools.	*Monthly* Health Program Specialist Prevention Program Advisor Director of C & I High School Prevention Education Coordinators Student Support Services Staff Teachers Teacher Specialists Assistant Principals and Principals	No extra cost	N/A	N/A
Schedule after school intervention classes targeting student needs in reading.	*Every 9 weeks* Director of C & I Principals; Teachers	Materials	$33/hour *(Total amount varies by site based on need)*	State Intervention Funds SLIBG - site Title I – site EIA-LEP ELAP
10. Any additional services tied to student academic needs:				
District-wide support services staff will focus on addressing students' and families' barriers to learning to enhance student achievement.	*Monthly* Psychologists; Counselors Nurses Prevention Coordinators Health Technicians School Resource Officers and social workers	No extra cost	Community Partners-in-kind	Title IV TUPE General Fund
District policy and procedures relative to alcohol, tobacco, other drugs and violence are being revised for standardization and enforcement to better address	*Spring, Yearly* Health Program Specialist	Printing	$500 $100	Title IV (ending 2010) TUPE

students' barriers to learning.	Prevention Program Advisor Director of C & I High School Prevention Education Coordinators Student Support Services Staff Teachers Teacher Specialists Assistant Principals and Principals			GRASP (6-12)
The district is the LEA for Ventura Neighborhoods for Learning. This is a source of funding specific for 0-5 age children and their families focusing on school readiness and possible barriers to learning.	*Monthly* Health Program Specialist School Nurse SPPL	Supplemental funding for office related expenditures through General fund	$1,500	All funding services involved with community partners-in-kind General fund Jumpstart

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

Goal: *Ventura Unified School District will meet the Annual Measurable Objectives set forth by NCLB in Mathematics.*

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Principals and district support staff will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.	*Monthly* Principals; Director of C & I Teacher Specialists BTSA Teachers	No extra cost	N/A	N/A
All textbooks and supplemental materials will align with the standards.	*During all adoption selections* Director of C & I	Release time for adoption committee (teachers)	$2000	Title II A
K-5 teachers will fully implement new district-adopted *Everyday Math* curriculum developed by the University of Chicago School Mathematics Project through extensive research and aligned to California standards.	*Beginning Fall 2009* Principals Math specialist Teachers Director of C&I	Textbooks Materials	~$1,000,000	IMFRP
Everyday Math program materials will be made available in Spanish to students and families, as appropriate.	Same as above	Same as above	Same as above	Same as above
Middle School Math teachers will fully implement newly-adopted standards-based math curriculum	*Beginning Fall 2010*	Same as above	Same as above	Same as above

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Description	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Math Liaison Meetings are established for K-12. Grade level meetings were held during the year to address the implementation of new curriculum.	Math Teacher Specialist	Release time for teacher liaisons	$22,400	Title II A
Special education students receive grade level standards-based materials.	*Yearly, beginning Fall 2009* Director of C & I Director of SAI	Textbooks Consumables Manipulatives Supplementary materials	$15,000	IMFRP
Provide Special Education teachers with professional development focused on standards based assessment.	*Monthly* Teacher Specialists Special Education Resource Specialists	Release Time	$100/sub day	Title II
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
Teachers will post standards in a visible location in their classroom.	*Yearly, beginning Fall* Teachers	Duplicating costs Transparencies Markers	$1,000	General Fund
Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.	*Monthly* Teachers; Principals	No extra cost	N/A	N/A
Teacher lesson plans will make explicit reference to the standards being taught.	*Weekly* Teachers Principals *Weekly* District team visitations	No extra cost	N/A	N/A
The district will purchase materials on the State-adopted List (K-8) or aligned with the standards (9-12).	*Yearly according to Adoption Cycle* Director of C & I	State adopted series	$700,000	IMFRP
3. 3. Extended learning time:				

Middle schools and high schools offer double periods of math for students who meet the criteria for entrance	*Semester* Middle School and High School Principals; Middle School and High School Assistant Principals of Curriculum and Instruction; Teachers	No extra cost	N/A	N/A
The district will offer a Supplemental Instructional Program for students 9-12 who are credit deficient.	*/Summer Academies – June, July* Assistant Supt. Of Ed. Services and hired principals and teachers	Full cost of summer school program: staffing, curriculum, printing, materials	$50,000	State intervention money Title I - Central
4. Increased access to technology:				
Expand computer labs and school wide use of math programs such as Success Maker in elementary and middle schools and CAHSEE aligned instructional models in high school	*Yearly* Teachers	Hardware Software (SuccessMaker)	Varies by site need	SLIBG - site Title I - site Title II D EdTech K12

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
Provide Special education teachers with professional development focused standards-based assessment.	*Monthly* Teacher Specialists; Special Education Resource Specialist	Release Time	$ 100/sub day	Title II A
Professional development for School City disaggregation web-base software program: includes all state testing and district benchmarks.	*Bi-Monthly* Curriculum Technology Teacher Specialists Principals Teachers Teacher Specialists Special Education Staff Technology Department	No extra cost	N/A	N/A
Continue to implement Math Liaison Grade level teams. Each site will have a member per grade level represent them on collaborative professional development sessions focusing on improved classroom instruction for all student groups – standards alignment, focus lesson development, data analysis, and research readings.	*Every six weeks* Math Teacher Specialists; Teachers one per grade level, middle school and high school through Algebra I.	Sub release time - $100 /sub Materials, professional books	$30,000	Title II A
Site administrators and curriculum specialists/coaches, utilizing observation tools, will assist classroom teachers in modifying specific classroom math instructional practices	*Beginning spring 2010 and ongoing* Principals Specialists Directors	N/A	N/A	N/A

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).				
Teachers will report on student progress on goals & objectives as well as standards at reporting periods through parent conferences	*Quarter/Trimester* Teachers	NA	NA	NA
All parents will receive student tests results and an explanation of how to read them and what they mean within twenty days following receipt of state testing scores and results of local benchmark administrations.	*20 days after assessment results tabulated or received* Director of Student Performance and Program Evaluation	Mailing Printing	$5,000	General Fund - Testing
Each school will maintain a School Site Council with staff, parent, and community representatives. Each Council will receive reports on overall student assessment in mathematics and will communicate the results to the entire school community. Site Councils also contribute input on how to improve school mathematics programs.	*Monthly meetings* Site council members	Minutes, handouts	$200/site	SLIBG Site Title I Site
Each school will be represented on the District's Parent Advisory Council.	*Monthly* Superintendent Parent advisory council members	Agendas Mailing for reminder notices	$500	General Fund
Each parent will be invited to at least one parent conference at which teachers discuss the math program and assessment results in grades K-5.	*Fall, spring* Individual parents and teachers	No extra cost	N/A	N/A
Site and district parent sessions in math literacy.	*Trimester* Parents; Principals; Teachers	Printing Child Care Hourly rate to presenters	Hourly rate $33 *(Total amount varies by site based on need)*	Title I –site SLIBG – site

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
6th and 9th grade math classes will be provided for entering middle school students and high school students who are Far Below Basic and Below Basic in math.	*Semester* 6th grade and 9th grade teachers	Salaries/benefits of 6th and 9th grade teachers	Average: $65,000 per teacher	General Fund
Title I paraprofessionals will work in K-3 classrooms to assist teachers in helping students acquire math skills.	*Daily* Title I paraprofessionals	Salaries/benefits of Title I paraprofessionals	Average: $13,000/per paraprofessional	Title I funds - site
Early identification of barriers to learning in support of access to education.	*Monthly* Program Specialist – Health; Director of C & I; Prevention Education Coordinators/Liaisons; Student Support Services Staff; Teachers; Teacher Specialists; Assistant Principals; and Principals	Release time for staff Consultants	$24,000 $72,000	Title IV TUPE
8. Monitoring program effectiveness				
The Program Specialist and Teacher Specialists Health Programs will continue to collect Prevention Education Accountability Logs to monitor classroom prevention education implementation.

The results of the California Healthy Kids Survey data will be analyzed and disseminated with support from VCSSO, Research and Evaluation department. The above data will indicate barriers to learning and identify areas of greatest for the improvement of student achievement. | *Monthly* Health Program Specialist Director of C & I Prevention Education Coordinators /Liaisons Student Support Services Staff Teachers Teacher Specialists | Evaluator, Ventura County Superintendent of Schools, Research & Development Department CHKS implementation | $8,000 $6,500 | Title IV (ending 2010) TUPE |

	Assistant Principals and Principals			
School City disaggregation web-base software program will be used at all sites to monitor student learning for all sub-groups: includes all state testing and district benchmarks.	*Quarter/Trimester* SPPE staff; Principals; Teachers	Scanners	$7.00 per student; 28 day data loading from past three years - $134,000 – (one-time cost)	Title II D General Fund Restricted Lottery

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
Implement CAHSEE intervention classes for high school students not yet passing the mathematics section of the exam.	*Semester* Teacher Specialists; Teachers	CAHSEE intervention books; software	$152,500	CAHSEE Intervention funds Title II A Teacher Specialist
Schedule after school intervention classes targeting student needs in math.	*Quarter* Director of C & I; Principals; Teachers	Materials	$33/hour *(Total amount varies by site based on need)*	State Intervention Funds SLIBG Site Title I Site
Schools will continue to implement strategies to promote school connectedness, attendance, and with consideration of the diverse needs of the target populations. To better identify at-risk students at the secondary level, questions were added to the CHKS. School Single Plans include the implementation of prevention education program to address specific barriers to learning at individual schools.	*Monthly* Health Program Specialist Prevention Program Advisor Director of C & I High School Prevention Education Coordinators Student Support Services Staff Teachers Teacher Specialists Assistant Principals and Principals	No extra cost	N/A	N/A
10. Any additional services tied to student academic needs:				
District-wide support services staff will focus on addressing students' and families' barriers to learning to enhance student achievement.	*Monthly* Psychologists; Counselors; Nurses; Prevention Coordinators; Health Technicians; School Resource Officers; and social workers	No extra cost	Community Partners-in-kind	Title IV (ending 2010) TUPE General Fund

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)
Goal: Ventura Unified School District will, at a minimum, meet the CDE/NCLB proficient percentage for this subgroup.
 (The goal has yet to be set by the state.)

	Required Activities	Description of how the LEA is meeting or plans to meet this requirement
	1.(Per Sec. 3116(b) of NCLB, this Plan must include the following:	1. The Ventura Unified School District is in Title III Program Improvement Year 2. To rectify this situation, the district has recently completed an extensive analysis of our English Learner programs including the English Learner Subgroup Self Assessment (ELSSA) and the District Assistance Survey (DAS). The complete, detailed findings and improvement strategies are included as an attachment to this document, "Title III Improvement Plan Addendum". The LEA Plan has been revised to reflect current practices. The IPA Addendum details new activities based on current analysis of student needs.
	1a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1a. Programs and activities to be developed, implemented, and administered under the subgrant; *The Ventura Unified School District provides the following basic instructional services to English Learners:* **Structured English Immersion (SEI):** K-12 EL students with "less than reasonable levels of fluency in English" (CELDT: Beginning, Early Intermediate and Intermediate) receive daily ELD instruction addressing California ELD standards and access to core content subjects through SDAIE instruction. Both ELD and SDAIE content teachers hold appropriate EL authorizations. **English Language Mainstream (ELM):** K-12 students demonstrating "reasonable fluency" in English (CELDT: Early Advanced and Advanced) receive daily ELD instruction addressing California ELD standards and access to core content subjects through SDAIE instruction, as appropriate. Both ELD and ELM content teachers hold appropriate EL authorizations. **Alternative Programs (Transitional Bilingual Education and Two-Way Immersion)**: Spanish speaking EL students whose parents have signed and been granted parental waivers are enrolled in alternative bilingual programs. These students receive daily ELD instruction addressing California ELD standards and access to core content subjects through primary language instruction. Alternative program teachers hold appropriate bilingual authorizations.
	1b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	1b. VUSD will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122: Professional Development/Collaboration – Elementary, middle and high schools will schedule opportunities for ELD teachers to review EL progress towards annual growth objectives and revise instruction accordingly to promote student achievement. Student achievement data will be available to all teachers through their classroom computers using the district's Zangle and School City programs. Professional Development will be offered by sites and the district for teachers, principals and para-educators to prepare them to analyze and respond to available student data, complete ELD report card addendum, use ELD materials and better understand California ELD standards. Professional Development for K-12 ELD teachers will be provided by the district and sites so teachers will be prepared to implement standards-based ELD curriculum and utilize research-based strategies, such as Systematic ELD at grades K-5. Upgrading Assessment Data Available to Teachers and Principals – EL achievement data in ELD and content areas, along with

program participation/eligibility information, will be disaggregated at the district level and reported to teachers and principals on a regular basis throughout the school year and posted on the student information system.

Intensified Instruction – EL students with the greatest ELD/academic needs will receive intensified instruction through block classes at the middle and high school levels, supplemental tutoring, curriculum and/or technology support during the school day.

Primary Language Access - Title III funds will be used to provide primary language tutoring, when needed.

Family Literacy Services – Various elementary schools will use Title III funds to offer the LET Family Literacy program to families of kindergarten students to assist parents in helping their children to improve their academic achievement and become more active participants in the education of the children.

Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted Language Arts series.

1c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
- 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

1c. VUSD will hold elementary and secondary schools receiving funds under this subpart accountable for annual measurable achievement objectives, adequate yearly progress for EL students, and annual measurement of English proficiency.

The Ventura Unified School District has set the following annual yearly progress goals for EL students in the areas of ELD, reading/language arts and math. ELD progress is measured by the California English Language Development Test (CELDT). The California Standards Test measures Reading/Language Arts and Math.

CELDT Level	Beginning	Early Intermed.	Intermed. (Listening & Speaking)	Intermed. (Overall)	Early Advanced	Advanced	Redesignated
Timeline toward redesign-nation, based on CELDT level at initial enroll-ment	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year
		1st year	2nd year	3rd year	4th year	5th year	6th year
			1st year	2nd year	3rd year	4th year	5th year
				1st year	2nd year	3rd year	4th year
					1st year	2nd year	3rd year
						1st year	2nd year
CA ELA Standards Test	Far Below Basic	Far Below Basic	Below Basic	Below Basic	Basic	Basic	Proficient
CA Math Standards Test	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Proficient	Proficient

VUSD has developed a **comprehensive accountability system** for demonstrating that the practices, resources, and personnel used at each school in the district effectively implement the district's program for English Learners. A **VUSD English Learner Master Plan** was board-approved on September 25, 2007, as the guide to fully implement this accountability system. The Master Plan was developed with input from site staff, parents of English Learners, and district staff. The VUSD EL Master Plan includes
1) Board-adopted program policies and program goals
2) Procedural guidelines to cover all aspects of EL student program components
3) EL Achievement Benchmarks for English Language Development, Language Arts and Mathematics

students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	4) Instructional program models for Structured English Immersion, Modified Mainstream, and Alternative courses of study 5) Updated forms for parent notification, program evaluation, teacher qualifications review, ELAC documentation, etc. 6) Timelines for annual program milestones and school planning process 7) Expectations, roles and responsibilities of site and District personnel 8) Evaluation plan components for site and district levels 9) Cycle for Master Plan revision 10) A three-year cycle of program review to monitor district and site implementation of comprehensive accountability system. These reviews will be conducted by teams consisting of site administration and certificated staff, ELAC representative(s), District administrative staff from the Educational Services Division under the direction of the Assistant Superintendent of ESD. District and site staff receive training on all components of the EL Master Plan beginning in February, 2008.	
1d. Describe how the LEA will promote parental and community participation in LEP programs.	1d. VUSD will promote parental and community participation in programs for English Learners specifically through: **English Learner Advisory Committees** at all schools where 21 or more English Learners are enrolled. The ELAC is comprised of parents of English Learners and school staff. The purpose of the ELAC is to advise the school on programs for English Learners. ELAC requirements include selection procedures for committee membership, training requirements to accomplish required tasks, a needs assessment process and representation on the District English Learner Advisory Committee. **The District English Learner Advisory Committee** is comprised of representatives from all ELACs in VUSD. It meets throughout the year to receive required training, summarize results of site needs assessments, and prepare advice for the Board of Education on VUSD English Learner programs. The VUSD DELAC goals for English Learners in VUSD were established in 2001. They are: (1) Achieve proficiency in English, (2) Progress in academic areas, (3) Students will continue their education toward a career, in both languages, and (4) Participation in work in the community. **Parent Institute for Quality Education (PIQE)** – Offered at Montalvo Elementary School and De Anza Middle School and to DELAC members beginning Winter, 2009.	
Required Activities	Description of how the LEA is meeting or plans to meet this requirement	
2. Describe how the LEA will provide high quality language instruction based on scientifically	2. VUSD will provide high quality language instruction based on scientifically based research. The model for English Language Development instruction in VUSD is based on these principles. <u>Effective ELD instruction is:</u> • Provided on a regular, daily basis. • Provided to students according to their current English proficiency level. • Provided by qualified teachers. • Standards-based. <u>Also, effective ELD instruction:</u> • Addresses listening, speaking, reading, writing and academic language skills.	

	based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and Academic achievement in the core academic subjects	• Uses appropriate materials. • Allows for flexible grouping as students progress. • Builds upon students' primary language skills. • Develops academic vocabulary necessary for success in core academic subjects. • Is evaluated according to district-established timelines for student progress. • Uses student achievement results to guide instructional practice. English Learners in VUSD receive high quality ELD instruction in all of our English Learner program models until they demonstrate proficiency in English language and academic skills. ELD Materials: At the K-5, our ELD core curriculum is the Houghton Mifflin Reading series with Ballard and Tighe's *Carousel of IDEAS kit* as board-approved ELD curriculum. At grades 6-8, our ELD core curriculum is *Inside* from Hampton Brown. At grades 9-12, VUSD has adopted the *Visions* series from Thompson and *Edge* from Hampton Brown. Program Evaluation: Each English Learner is assessed with the California English Language Development Test for annual growth. The results of this assessment are reviewed at the individual, grade level, school, and district level to make instructional modifications as needed. Walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site. Program Monitoring: ELD teachers use ADEPT (K-5), and curriculum-embedded assessments (6-12) to regularly monitor student progress in ELD. This assessment schedule is built into the district's assessment calendar each year. ELD profiles are available at all grade spans for each English Learner to assist teachers in monitoring their ELD progress throughout the year. ELD teachers receive class rosters at strategic times throughout the year showing them the CELDT levels for their English Learners and other program participation information. School City and Zangle data systems allow teachers ready access to individual and group data. The Longitudinal Analysis Reporting System (LARS) reports provide individual, grade level, school and district data on AMAO progress early each year.
	Required Activities	Description of how the LEA is meeting or plans to meet this requirement
	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.	3. **VUSD will provide high quality professional development** for classroom teachers, principals, administrators and other school or community-based personnel.

3a. Designed to improve the instruction and assessment of LEP children;	3a. Designed to improve the instruction and assessment of LEP children - Each school selects a representative English Learner Program Liaison to participate in a network for district-wide training and communication throughout the year. Through a combination of district and site efforts, VUSD will ensure that administrators, teachers, paraprofessionals, counselors, and other appropriate staff members receive sufficient professional staff development on specific EL topics to increase their knowledge and skills in meeting the diagnosed needs of English Learners. This professional development will include: (1) specific training for classroom teachers to use the district-adopted core curriculum for ELD and the language arts universal access support materials at all grade spans, (2) classroom coaching and support by district specialists and consultant, (3) training to administer ELD monitoring assessments and modify instruction based on results, (4) training to use CELDT results to improve instruction, (5) Training in Systematic ELD for K-5 classroom teachers, (6) collaboration time for teachers to consider student needs, share effective strategies and plan instructional modifications, as needed, and (7) training for principals to use the California Standards for the Teaching Profession to support best practices in ELD instruction at their school sites.

3b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	3b. Designed to enhance the ability of teachers to understand and use curricula, assessment measure, and instruction strategies for English Learners. To determine needs and to develop an effective in-service program for each group of staff, a professional development needs assessment will be conducted each year to evaluate the needs for additional training in the following areas: • ELD teaching methodology • ELD curriculum • ELD assessment measures From this needs assessment, a site and district in-service plans will be developed to include activities and schedules for: • Teachers • Paraprofessionals • Administrators Other Educators
3c. 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;	3c. 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. The district-adopted curriculum ELD is based on research supporting its effectiveness for increasing children's English proficiency. In order to ensure maximum impact on student achievement, the district's professional development plan includes training teachers in the ELD curriculum, along with research-based strategies such as Systematic ELD, time for collaboration, training in the effective use of student achievement data, coaching from qualified specialists and support from trained site administrators.
3d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	3d. The long term effect will result in positive and lasting impact on teacher performance in the classroom. Because the teachers will receive support from colleagues, specialists, and their site principals, we expect the ELD training to be implemented during the first year and continue to enhance classroom instruction long after the introduction to new curriculum and strategies. Our cycle of professional development surveys at the beginning of each year will allow the district support team at the Education Service Center to adjust support provided to meet the ongoing needs of our teachers.

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement
4. Upgrade program objectives and effective instructional strategies.	Yes	4. Yes - VUSD will upgrade program objectives and effective instructional strategies by establishing annual yearly progress goals for English Language Development, Reading, and Math. These specific goals for English Learner achievement in each of these areas allow the district and school staff to analyze student progress, identifies areas for improvement, and modify instructional strategies for maximum effectiveness. Effective instructional strategies will be upgraded through the professional development program as described in item 3 above and through the provision of current, standards-based ELD curriculum at the secondary level.

5 Provide –
   a. Tutorials and academic or vocational education for LEP students; and
 	
   b. Intensified instruction.
	Yes	5. Yes –
		a. VUSD provides tutoring for academic support during the school day for English Learners whose English language or academic skills are insufficient for success in grade level curriculum. Bilingual paraeducators are assigned to individualize instruction, provide primary language support (as needed) and provide students with access to the core curriculum.
		b. Middle and high schools will offer intensified ELD/ELA instruction in the new block period format using the *Inside* and *Edge* intervention curriculum along with pacing guides designed to ensure that students learn at a rate that will allow them to make more than one year's growth for each year's instruction.

6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	6. Yes – - ELD courses at the middle and high school level are coordinated with the core program as well as the intervention English courses to provide full access for EL students. - The Multilingual Recognition Seal program for graduating high school students is coordinated with the foreign language departments and the district's Foreign Language Acquisition Program to promote advanced language skills and bilingualism for all VUSD students, especially English Learners and former ELs.
7. Improve the English proficiency and academic achievement of LEP children.	Yes	7. Yes – As described in other sections of this plan, VUSD will improve the English proficiency and academic achievement of English Learners by: • Upgrading program objectives and effective instructional strategies; • Expanding ELD/ELA course offerings for secondary students • Providing research-based professional development • Improving monitoring of student progress towards annual yearly progress goals in ELD, Reading and Math; Professional growth opportunities including site and district teacher reflection/collaboration; • Providing supplemental literacy materials for English Learners below reasonable fluency in English; and • Organizing parent involvement at the site and district level in ELACs and DELAC.

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o 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	8 – Yes – Title III funds will be used by VUSD to enhance existing opportunities for parent and community participation in educational programs. Specifically, the Learn Everyone Together (LET) Bilingual Family Literacy Program will expand each year in VUSD elementary schools to meet the needs of families of our kindergarten English Learners. This program provides weekly bilingual books, cassette recordings, parent training, and skill building activities that take place at home and prepare children for success at school. The parent training component guides parents in read-aloud techniques, posing questions, vocabulary development, comprehension activities, and positive character traits. In addition, VUSD will expand opportunities for parents of EL students to participate in the PIQE program at all grade spans. This has been identified as a priority by our DELAC, site ELACs and the board of education.

9. Improve the instruction of LEP children by providing for –
   o The acquisition or development of educational technology or instructional materials
   o Access to, and participation in, electronic networks for materials, training, and communication; and
   o Incorporation of the above resources into curricula and programs.
	Yes	9.-Yes - Some school sites will use Title III funds to purchase software, such as *SuccessMaker*, *Waterford*, *Imagine Learning* and *Rosetta Stone*, to support ELD and academic goals for English Learners. Title III funds will also be used to provide the training needed to incorporate technology-based programs into SEI, ELM and alternative classrooms. Funds will also be used to provide access to electronic networks for materials, training and communication, such as the *Word Generation Program* from Harvard University's School of Education.

10. Other activities consistent with Title III.	No	10 – No – None at this time.

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

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
	   a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
	   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;
		1. Parents of English Learner students are notified of the required items listed below by means of a personalized letter and open ELAC meetings held at the beginning of the school year. ELAC meetings use district-prepared presentation materials for consistency of information. Both the letter and the ELAC meetings offer opportunities for parents to respond and ask questions. Program descriptions, identification procedures, and parent rights are published in a bilingual brochure for distribution as new students enroll.
		Notification Items:
		   a) The reasons for the identification of their child as an English Learner 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 the 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 English learners, and the expected rate of graduation from secondary school;
		   g) In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.

h. Information pertaining to parental rights that includes written guidance detailing –
  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.
	h) Information pertaining to parental rights that includes written guidance detailing:
	  i. Parents' right to have their child immediately removed from such program upon their request;
	  ii. Parents' options to decline to enroll their child in such program or to choose another program or method of instruction, if available;
	  iii. VUSD assists parents in selecting among various programs and methods of instruction.

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.	Note - Timeline: • Continuing Students - Notifications will be provided to parents of continuing students no later than 30 days after the beginning of the school year. • New Students - Parents of new enrollees will receive notice within two weeks of the child being placed in an English Learner program.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	If the District or site fails to make its Annual Yearly Progress, all parents will be notified of such failure in writing in a language they understand not later than 30 days after such failure occurs. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Childcare and translation will be provided at these meetings.

Plans to Provide Services for Immigrants ------------ <u>This is a separate section</u>

Allowable Activities	IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.
	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:		N/A – VUSD no longer receives Title III Immigrant funding
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:		N/A – VUSD no longer receives Title III Immigrant funding
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;		N/A – VUSD no longer receives Title III Immigrant funding
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:		N/A – VUSD no longer receives Title III Immigrant funding
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:		N/A – VUSD no longer receives Title III Immigrant funding
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:		N/A – VUSD no longer receives Title III Immigrant funding
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services		N/A – VUSD no longer receives Title III Immigrant funding

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.

Traditionally, the LEA's staff development plan is based on student need as determined by federal, state, and local assessment results. Schools undergo an intensive data analysis process to determine specific learning targets for school wide and subgroup student populations for the year. From the analysis of student achievement data and with input from teacher specialists and grade level representatives, professional development courses are designed for the upcoming school year. Teachers receive the schedule for the year at the start of the school year. If a new need is realized through the monitoring system, additional professional development aligned to this need is designed and offered.

Growth towards professional development goals is monitored throughout the year using local benchmark assessments. However, 2009-10 is a transition year for Ventura Unified. The LEA has implemented School City as our data monitoring and disaggregation tool, and as part of this venture, is working with IntelAssess to create rigorous standards-based benchmark exams for implementation in 2010-11.

Needs for the 2009-10 year as determined by student assessment results are: Reading comprehension, writing applications, differentiation, ELL strategies, RtI, reading intervention, and algebra and functions and number sense in math.

In spring 2010, as part of an extensive analysis of the district's needs in all areas, the LEA participated in the District Assessment Survey (DAS). Part of the function of this inquiry was to determine next steps for Professional Development. Based on the outcomes of the DAS, the LEA will continue to train teachers and administrators in: strategies in providing standards-based instruction and assessment; utilizing adopted English language Arts and mathematics; RtI; differentiating instruction to meet students' diverse needs; strategies to enhance instruction for English Language Learners (EL), and Grading Strategies.

The district completed the audit of each teacher's status regarding the highly qualified regulations for NCLB. Teachers who need to meet the HOUSSE requirements are taking college classes, participating in research-based local professional development, or following the schedule for regular observations as outlined in HOUSSE.

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

STRENGTHS	NEEDS
The year's professional development calendar, based on student academic need was published and is available on line throughout the year.	Differentiation strategies for students at risk and for high-achieving and GATE students
	Writing – continued focus on writing strategies
District-offered professional development contains analysis of data, explicit goals for improved student learning, and follow-up sessions in standards-based instruction and developing teacher content knowledge.	Continued focus on effective strategies for the English Language Learner
	Support by the district office to help leaders monitor implementation of professional development at the site level
CLAD trained teachers, equipped to meet the needs of English Learners. The district continues training in 2009-10 school in response to teacher need.	ELD benchmark assessments (ADEPT) for the Beginner and Early Intermediate language learner at all levels
K-12 Curriculum Technology Mentors support the integration of instructional technology in the classrooms, and assist with data analysis using School City	Benchmarks at the middle and high school level for all core curriculum classes
K-8 Reading Intervention Language!, 6-8 Read 180, 6-8 Inside, 9-12 EDGE, and Reading Safety Net	Intervention materials at all grade levels
Newly adopted Everyday Mathematics for K-5 and Holt for 6-8 with high level of support	Common benchmark assessments aligned with modified instruction in special education settings
K-7 Math – DMI	Continued training in data analysis, and data-driven decision-making
TWI Support Group	Monitoring instruction and instructional practices at the secondary level
K-12 Language Arts Professional Learning Community	
RtI Design Team meets monthly to design professional development for staff and administrators	Promoting achievement for all groups of students
	Structured teacher collaboration time
All grade levels meet twice a year to review data and benchmark results, and to receive strategies for writing in all content areas, as well as, differentiation of instruction strategies.	
Middle school ELA and math teachers (via liaisons – one teacher per grade level/department) meet throughout the year with the district's teacher specialists to review data and benchmark results and to answer implementation needs.	
GATE teacher liaisons from each school meet throughout the year with the district coordinator to discuss issues related to teaching advanced learners.	
English Language Learner liaisons meet monthly with the Bilingual Director to share best practices, design programs, and analyze data.	
Buy-back days are planned based on site and district need.	

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please Provide a Description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: Student achievement data based on state standards is the core of every in-service. Professional development is planned from student results and tied directly either to specific strategies to improve student learning or to district/state adopted curriculum materials. Agendas are developed with group input. Evaluations are given at each session.	*August, Yearly* Directors Teacher Specialists Principals Site Leadership Teams	In kind of district administrators	$400,000 *(estimate at time of initial planning)*	Title I Title II A

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: Research based best practice strategies integrated into the professional development activities come from a variety of sources. These include, but are not limited to, *A Handbook for Classroom Instruction that Works*, by Marzano, et al. Best practice strategies include, but are not limited to, summarization, representing knowledge, learning groups, questioning techniques, and graphic organizers. Focus on specific reading research findings and strategies for fluency, vocabulary, and expository text structure in district grade level liaison meetings as outlined in the 2007 State Board Adopted Reading Language Arts framework. Teachers have been trained in research-based EDGE and WRITE at the high school level. Teachers will be trained on *Inside* for use in the middle school. All sessions for ELs are related to language acquisition research and language level indicators. Implement ELD incorporating research-based strategies such as Systematic ELD and academic vocabulary development for each language level. Utilize the research strategies in the work of Dr. Isabel Beck, Dr. Kevin Feldman, Dr. Kate Kinsella, the SIOP model, and GLAD. All staff development sessions are designed around research for adult learning and the five evaluation stages from Guskey's research.	*Spring, Yearly* Directors; Teacher Specialists; Principals; Teachers *Fall, Yearly*	Materials Printing	Included in costs of #1.	Included in costs of #1.

Grade level collaboration models follow Schmoker's work Data analysis work follows the research of such experts as Reeves, DuFour, Hollingsworth, and Fox.				

Please Provide a Description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: All activities are tied directly to student learning goals for the "all" and "subgroup" populations. Staff from the budget department participates in district level analysis of state testing results and requirements and in student learning goal setting meetings. Optimum implementation of Core teaching is the primary focus. Local benchmark assessments are being created to allow us to monitor the effectiveness of teaching and materials. Assessments are aligned in School City and student scores are disaggregated in a variety of configurations to inform instruction. Monitor (districtwide) "catch-up plans" for each student at all grade levels for EL students not making the expected progress as defined in the LEA PLAN. Provide all teachers and administrators working with students in the SWD subgroup state assessment updates and state testing training specific to this subgroup.	*Fall, Yearly* Directors; Teacher Specialists; Principals; Teachers; SPPE	Materials Printing Release time	Included in costs of #1.	Included in costs of #1.

| 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:

Local data analysis occurs throughout the year; representatives from each of the funding sources meet and plan the professional development schedule.

English Learner Coordinating Council and RtI Design Team will identify needs and determine professional development specific to these subgroups. | *Spring, Yearly*

Representatives from each funding source
Principals
Teachers
Teacher Specialists | Materials Printing Release time | Included in costs of #1 | Included in costs of #1 |

Please Provide a Description of:	*Persons Involved/ Timeline*	Related Expenditures	Estimated Cost	Funding Source
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: The professional development plan is based on student data results. Series and collaboration models are planned, county sessions are integrated, and the plan is published. Registration occurs. Sessions are implemented. English Learner Coordinating Council and Special Education Task Force will publish plans for ongoing professional development for principals and teachers in strategies specific to working with English Learners and students with disabilities.	*Spring of prior year*: Plan developed: Director of C & I Other Directors Teacher Specialists	Materials Printing Release time	Included in costs of #1	Included in costs of #1
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: Part D funds are integrated with district technology goals, School City implementation, and the EETT competitive grant funded program. Funds in Part D support the professional development for School City and instructional software through mentor teams.	*Spring, Yearly* Curriculum Technology Teacher Specialists; Technology Department	No extra cost	N/A	Title II D

Please Provide a Description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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.): Part D funds are integrated with the technology goals of the district. Funds in Part D support the professional development for School City and instructional software through Curriculum Technology Mentor. Teachers at all elementary and middle schools will continue to be trained on the SuccessMaker accelerated learning component for use by academically advanced students, as well as, for individualized intervention at all levels.	*Fall, Yearly* Curriculum Technology Teacher Specialists; Technology Department Teachers, Technology teacher	Materials Printing Release time	Included in costs of #1	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: Educational Services Department directors meet monthly to plan professional development that involves general education and specialized academic instruction teachers in a collaborative model. Local data analysis occurs throughout the year;	*Spring, Monthly* Director of Specialized Academic Instruction – lead Director of Curriculum & Instruction	Materials Printing Release time	Salaried	General Fund

representatives from each of the funding sources meet and plan the professional development schedule. In addition, each site conducts their own needs assessment for professional development during the development of their School Site Plan in late fall. Needs from their plans are gathered and the district plan is amended to fit any additional district wide needs.				
The English Learning Coordinating Council and Specialized Academic Instruction Office will analyze data to plan professional development activities that support these subgroups.	Director, Bilingual Programs			
Teachers of gifted students are surveyed to assess areas of need for planning in-services	GATE Coordinator			

Please Provide a Description of:	*Persons Involved/ Timeline*	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education and □ Understand and use data and assessments to improve classroom practice and student learning. 100 % of ELA and mathematics general education and specialized academic instruction teachers have	*Fall, Yearly* Representatives from each funding source; Principals; Teachers; Teacher Specialists, District and Site Parent Councils and Advisory Groups; GATE	Materials Printing Release time	$200,000 *(estimate at time of initial planning)*	Title I Title II A Title III GATE Migrant NfL SLIBG

completed district provided materials based professional development. Upon hire, district level ELA and mathematics training for new teachers is provided annually 100% of site administrators have received AB75/AB430 training at the county level. Student data based on state standards is the core of every in-service. Series are planned from student results and tied directly either to specific strategies to improve student learning or to district/state adopted curriculum materials. Agendas are developed with group input. Evaluations are given at each session.	coordinator, Adult and Continuing Education Director, Director of C&I, Director of SAI			
All staff continues to be trained in a Response to Intervention and Instruction model to build infrastructures that support transitional and support classes for students requiring strategic intervention in reading/ELA and/or mathematics. "Good first teaching" is the primary focus. Local benchmark assessments allow us to monitor (trimester/quarter) the effectiveness of teaching and of the selection of materials. Assessments are aligned in School City and student scores are disaggregated in a variety of configurations. Staff trainings occur during substitute release time, after school with compensation, school meetings, and staff development days. Training is organized by department leads and is planned with site principal, program personnel, and teacher input. Parents receive training through the district-sponsored	*Monthly*			

School Site Council Training and the district-wide Parent Conference. In addition, schools schedule parent trainings throughout the year that are held at the site and planned by site personnel and parent councils. Parent training at the Neighborhood for Learning Centers is offered daily in a variety of areas such as health and nutrition, literacy, helping children to be successful in school, GED, English, and citizenship.				
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Teacher and paraprofessional qualifications as related to NCLB are analyzed by the district's certificated and classified departments. Coursework, professional development sessions, or observations are chosen depending on the action plan. These funds support the release time, enrollment, or course fees for the classes.	Certificated and Classified Personnel	Cost of coursework	$3000 *(estimate at time of initial planning)*	Title II A

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

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

STRENGTHS	NEEDS
- Under the district mission of Safe, Healthy, High Performing Schools, the VUSD district has an articulated mission in support of a positive learning environment via three components. 1) High academic performance based standards 2) Connectedness and belonging 3) Positive and supportive school district culture and climate. - School Board policies exist in support of an ATODV free learning environment. These policies are publicized in the Annual District Rights and Responsibilities document prepared by Administrative Support Services. Guidelines for consequences for ATODV behaviors have been standardized, well-publicized, and are disseminated on a yearly basis. - School Board adopted the proclamation of "Four Seasons of Prevention" so that student youth development efforts are implemented throughout the school year. - School Board adopted a K-12 comprehensive ATOD prevention and violence prevention programs during the 2000-2001, 2004-05 and 2005-06 school years. These classroom curricula are research-based and age appropriate. - Elementary schools have adopted the Great Body shop that includes curricula	- According to a recent parent/guardian survey, parents/guardians need to be more informed at the district and school level regarding: (1) Prevention, intervention, and recovery programs existing in the community. (2) Consequences for student ATODV behavior. (3) Opportunities for parent/guardian involvement. - Staff develops strategic plan that not only addresses core content areas but also ATODV, connectedness, youth development, health and mental health information pertinent to the school setting. - Although overall attendance rates are high, schools continue to focus on improving attendance. - Suspension, expulsion, truancy rates indicate continued need for intervention referrals including SART, SARB, and alternatives to suspension opportunities. - Increased participation in Healthy School Project (salad bar, nutrition education, and garden projects) by students and staff. - Align physical fitness program with state physical education standards. - Increase student/parent/guardian participation in district Coordinated School Health Council.

- about harassment/bullying for K-5.
- Coordinated School Health Council established (from Wellness Taskforce) to provided leadership in the 8 components of CSH (health services, health education, nutrition, physical education, family and community involvement, psychological and social services, staff wellness and healthy school environment), CSH Council is made up of representatives from the district administration, departments, schools, community members, CBOs, parents and students.
- School-Law Partnership, co-facilitated by Administrative Support Services and Ventura Police Department meets twice a year to address juvenile behavior, criminal activity, citations, and to share community-based resources. Members consist of representatives from probation, schools, district administration and the police department.
- The Health Programs department has written federal, state and local grants to provide support services for prevention and intervention curricula, asset development strategies, enhanced youth involvement opportunities, and sober and drug free events and support programs.
- School Attendance Review Team and Board are well established. Broad-based membership includes district attorney, probation, Family Social Services, Cal-Works and school support personnel.
- The school district provides quality after-school-programs at several elementary and middle school sites.
- Referral system (Student Success Teams) is established at each school to address attendance, health, emotional, and behavioral issues and to provide intervention support from

- Establish Coordinated School Health Teams at each school to facilitate ongoing collaboration around health related issues and the 8 components of health.
- Establish a referral tool for at-risk populations for increased ATODV intervention support at secondary schools.
- Strengthen SEMS compliant Emergency Operations and Crisis Response Plan through staff development opportunities.
- Enhance coordination of positive youth development activities.
- Establish regular meetings for district-wide collaboration (Categorical Planning Team) to ensure categorical funding support for at-risk population and target areas of "greatest need" per requirements.
- Monitor effectiveness of parent education for at-risk youth. Need to investigate possible parenting curricula that are research based and proven.
- Enhance and expand student community service opportunities and mentoring programs.

school and within the community-at-large. • Parent/guardian education for at-risk youth supported by the District Attorney Office and the Probation Department (Parent Project). • Technology Support includes Parent and Teacher Connection so that health concerns, attendance, truancy, and homework information is available via the district database. Resource and data analysis is also available on the district website. • Support services personnel address emotional, psychological, social, and physical health needs of students that may interfere with academic performance and achievement. Support personnel: school psychologist, school counselors, school nurses that are assigned multiple schools and may be multi-funded. At school-based centers, social workers are also assigned. School assignments and work schedules are clearly articulated. • The Supplemental School Counseling Program is for each 7th grade student who is designated as far below basic on the CST test and for each 10th and 11th grade student who did not pass one or both parts of the CAHSEE. Counselors meet with both student and parent to create a plan for academic success, including Career and Technical Education. • Schools have consistent Comprehensive School Safety Plans that include emergency operations, procedures for drills, Board policies, actions plans and SEMS. • Pursuant to SEMS (Standardized Emergency Management System), a crisis response manual to specifically address the psychosocial aftermath was completed in 1/03 and	

disseminated to all schools.	
• Surveillance cameras at some locations (secondary) schools only.	
• At most schools, school-to-home correspondences are translated into Spanish.	
• Overall student attendance is 96.04% as of 6/09.	
• Established Board Policy 5030 on Student Wellness in 2007. Updated BP 5030 Student Wellness and added AR 5030 in 2009.	
• Coordination between Child Nutrition Services and Health Programs office to support healthy eating and exercise. Secured grant funding for salad bar project, health and nutrition education, garden projects, and physical fitness/activity.	
• Early Intervention Program provides Special Education instruction and services to children 0-5 years of age in an attempt to mitigate the impact of their handicapping conditions and improve school academic success.	
• A secondary Healthy Start Center and three Family Resource Centers (multi-funded by Ventura Neighborhood for Learning)	
• Learning Centers, established at some schools, provide instructional interventions to both identified and non-identified special education students. Part of the function is to provide services to students referred from the Student Success Teams who may show significant progress over a ten to twelve week period, thus avoiding the formal special education assessment process.	
• Alternative to suspension programs exist including in-house suspension known as IMPACT, positive behavior incentives, and IEP behavioral plans.	
• Response to Instruction and Intervention programs include:	

Coordinated Services Team, Student Success Teams, Learning Centers, and parent/guardian education for child behavior management, quarterly family literacy nights, and Police Activity League (PAL), and School Attendance Review Team and Board. Activities that foster positive school climate including participation at parent conferences, program instruction review, after-school programs, conflict mediation, peer helping, Student Assistance Programs, back-to-school nights and health fairs.	

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

ACTIVITIES
Researched-based Activities • The district will create a written staff development plan to address school connectedness (caring, high expectations, youth development, and meaningful participation), social skill development, and ATODV information sharing integrated within core staff development opportunities. • The district will employ a teacher on special assignment to coordinate and oversee the prevention/intervention curriculum adoption process, purchase and implementation per <u>School Board policy</u>. • Support services staff, psychologists, counselors, school nurses and teaching staff when assigned, will continue to participate in school <u>Student Assistance, Conflict Mediation/Resolution</u>, <u>Peer-Helping, and Peer Leaders and counseling</u> programs. • <u>After school programs</u> and <u>positive alternatives</u> will focus on <u>youth development</u> activities such as: homework centers, tutoring, athletic activities, <u>media literacy and advocacy</u>, drama, music, journalism, along with academic intervention activities. • The <u>Coordinated School Health Council</u>, as an advisory board to Title IV, GRAA, and TUPE, will facilitate the articulation of School Board ATODV policies and behavioral consequences in a variety of modalities including the district web site. • <u>Tobacco cessation and readiness for cessation programs</u> will be implemented using scientifically validated curricula. • The district will continue to actively support school-linked services and other applicable funding sources. • To promote <u>family (parent/guardian) collaboration</u>, a process for input and information dissemination of ATODV programs will be instituted. • <u>Community services</u> projects will continue to be encouraged and required in some courses at certain grade levels.

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
• Ongoing collection of ATODV data through California Healthy Kids Survey, Safe and Healthy Kids Annual Report (ATODV), pre/post surveys, rates of suspension, expulsion, school dropout, crime incidents and discipline. • All schools have developed a Safe School Plan and Emergency Response Plan. • VUSD Coordinated School Health Council, made up of representatives from the district administration, departments, schools, community members, CBO's, parents and students. • Classroom prevention curriculum Accountability Logs submitted district-wide. • Participating private schools are provided staff development opportunities, were invited to participate in the CHKS, attend Coordinated School Health Council meetings, and purchase or borrow district prevention education curricula. • Some school personnel have already been trained in Too Good For Drugs, Project Towards No Drug Abuse, Project Alert, and Class Action and CDE approved tobacco cessation programs. • Communication technology upgrades such as landline phones in most classrooms, cell phones, and laptop computers for school nursing and administrative personnel support to increase accessibility for urgent and emergency needs.	♦ Maintain a Title IV and TUPE funded position to support the implementation of science-based curricula following district curricula review and selection process. ♦ Maintain a multi-funded position to assure Principles of Effectiveness under NCLB is being used to assess, refine, implement and design effective programs. ♦ Provide a consistent message from district and school administration as to the value, implementation, and participation in ATODV staff development per CDE guidelines. ♦ Effective classroom based prevention effort to address the CHKS data in terms of student reporting tobacco, alcohol, and marijuana use above state data. ♦ Establish a consistent curricula accountability system with all categorically funded programs. ♦ Ongoing ATODV staff development due to change of staff and implementation of scientifically-based and research-validated curricula. ♦ Utilize scientifically-based and research validated curricula infused in core curricular and select content areas preschool through 12th grade. ♦ Clearly articulate and standardize the implementation of prevention education curricula. CDE approved curricula to be used with fidelity. Instruction may be introduced at some grade levels and reinforced at others. ♦ Follow district process in determining

- Implementation of tobacco cessation programs and tobacco education for pregnant minors and minor parents. School Nurses and trained counselors are primarily responsible at comprehensive high schools. The continuation high school offers a class for students.
- At most schools, intervention services for the at-risk population are provided by the Student Assistance Program or by trained counselors. Services include: educational support groups, individual or group counseling and referral information for student and families to community-based organizations.
- The GRASP grant (GRAA) has provided support for middle and high schools to continue to enhance and expand their Student Assistance Programs to provide for consistent peer support, educational support and positive youth development.
- IMPACT (Inspiring Maturity, Productivity, and Accountability) – 9-12 students serve suspensions in-house in lieu of a stay at home suspension.
- Approximately 900 teachers, support staff, and administrators participated in prevention education staff development.
- School Resource Officers, multi-funded by VUSD & the City of Ventura, provide on-site police and preventions services at all high schools in the district.
- VUSD has established several partnerships with community based non-profit and county agencies to provide support services for students dealing with substance abuse issues.
- Effort is made to provide parents/guardians with ATODV, health, and mental health community-based resources through the district developed Community Resource Guide

appropriate bullying/harassment curriculum for elementary level per CDE guidelines.
- Address transition years from elementary to middle and middle to high school.
- Increase coordination of resources for at-risk population to help sustain effective programs i.e. IMPACT, Opportunity, First Steps, and Site based Student Assistance Programs.
- In cooperation with the District Attorney Office, ensure the implementation of parent education following the CDE curricula expectations to address ATODV behavior and increase student academic achievement and school success.
- An enhanced coordinated effort between the district's categorical funding and participating private schools to ensure services are provided per requirements.
- Continue to improve efforts toward a more coordinated community plan for positive youth development opportunities during and after school and in the community at large.
- Strengthen effort toward a more coordinated community plan for positive youth development, during school, after school and in the community-at-large.
- Strengthen the Student Assistance Program district-wide to provide for consistent peer support, educational support and positive youth development.
- Continue collaboration with community members to address ATOD treatment and resource needs. Increase access to school and community intervention and recovery services/support such as Smokeless School Days and tobacco cessation.
- Continue to strengthen articulation and

and other routine school-to-home correspondences. • Program Enrichment for After School Kids (PEAK) sponsored by the city is established at three schools. Services include: supervised and safe environment, enrichment activities, youth development activities, and caring adults. Services are currently at no cost to families. • High school sponsored an ATOD awareness program as a requirement of suspension. Parents/guardians of student with ATOD offenses are required to attend with the student. This opportunity occurs monthly. • The District Safety Committee meets monthly to address school facility safety issues, conducts safety audits, and determines funding expenditures. Representatives consist of district departments: maintenance, risk management, health, facilities, and transportation. • Special populations support exists, such as AVID, ELL, GATE, Indian Education, First Steps, Migrant, state preschools, and early intervention services.	enforcement of ATODV School Board policies and regulations resulting in standardized procedures. ♦ Reduced availability of alcohol within the community. ♦ Increase student and parent/guardian involvement in awareness intervention programs in a more timely fashion at the time of the offense. ♦ Pursue resources to support the chemically dependent parents. ♦ Enhance the partnership with the city to replicate positive youth development after school programs.

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

KEY: Biennial Goal (Performance Indicator) is the percent of intended reduction
 *   = no state average in which to set reduction
 **   = state average from CSS data in which to set reduction
 *** = same or equal to CSS data
 **** = result above CSS data

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Survey date: 5/04 Baseline Data	Biennial Goal (Reduction %) (Performance Indicator)	Survey date: 5/08 Follow-up Data	Goal Met?
The percentage of students that have ever used cigarettes will **decrease** biennially by: *(Use "whole cigarette" question)* *Desired result:5th grade - 4% report use 7th grade - 7% report use*	5th $\underline{6}$% 7th $\underline{9}$%	5th $\underline{3}$% * 7th $\underline{5}$ % **	5th $\underline{0}$% 7th $\underline{7}$%	Yes Yes
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: *(Any use question)* *Desired result: 7th – 4%, 9th – 10% & 11th – 13%*	7th $\underline{6}$% 9th $\underline{11}$% 11th $\underline{13}$%	7th $\underline{3}$% ** 9th $\underline{3}$% ** 11th $\underline{3}$% **	7th $\underline{5}$% 9th $\underline{12}$% 11th $\underline{17}$%	No No No
The percentage of students that have used marijuana will **decrease** biennially by: *Desired result: 5th – maintain % & 7th – 8%*	5th $\underline{2}$% 7th $\underline{10}$ %	5th $\underline{1}$% 7th $\underline{4}$%**	5th $\underline{1}$% 7th $\underline{11}$ %	Yes No

The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: *(At least one drink question)* *Desired result: 7th – 10%, 9th – 29% & 11th – 41%*	7th 15% 9th 34% 11th 44%	7th 8% ** 9th 9% ** 11th 8% **	7th 16% 9th 32% 11th 45%	No No No

The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: *Desired result: 7th – 3%, 9th – 13% & 11th – 23%*	7th 6% 9th 15% 11th 19 %	7th 3% ** 9th 8% *** 11th 5% ***	7th 6% 9th 18% 11th 29 %	No No No
The percentage of students that feel very safe at school will **increase** biennially by: *(All of the time for 5th graders question)* *Desired result: 5th - 65%, 7th – 22 %, 9th – 15% & 11th – 18%*	5th 62% 7th 14% 9th 16% 11th 21 %	5th 3% * 7th 8% ** 9th 3% ** 11th 3 % ****	5th 53% 7th 16% 9th 19% 11th 19%	No No Yes No
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: *Data not available on 2001 CHKS*	7th 28 % 9th 26 % 11th 14 %	7th 2 % 9th 2 % 11th N/A %	7th 33% 9th 25% 11th 14%	No No No
The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here. *Desired result: 5%* NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year	15 %	2 %	11.6%	Yes

per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.				

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 5/04 Baseline Data	Biennial Goal (Performance Indicator)	Survey date: 5/06 Follow-up Data	Goal Met?
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: *(Use for 5th gr. "at school do teachers and other adults care about you " and "at school, do … listen when you have something to say" questions)* *Desired result: 5th- 71%*	5th 69$^%$ 7th 35 % 9th 34 % 11th 45 %	5th 3 $^%$ 7th 3 % 9th 3 % 11th 3 %	5th 61% 7th 36$^%$ 9th 41$^%$ 11th 48 $^%$	No No Yes Yes
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: *(Use for 5th gr. "do teachers tell you when you do a good job" and "do teachers believe you can do a good job questions")* *Desired result: 5th - 65%*	5th 62$^%$ 7th 49% 9th 44 % 11th 54 %	5th 3 $^%$ 7th 3 % 9th 3 % 11th 3 %	5th 61% 7th 55$^%$ 9th 54$^%$ 11th 57$^%$	No Yes Yes Yes

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: *(Use for 5th gr. "at school, have a say in things like class rules and choosing activities" and "do you do things that make a difference" questions)* *Desired result: 5th – 16%*	5th <u>13</u>[%] 7th <u>14</u> % 9th <u>14</u> % 11th <u>14</u> %	5th <u>3</u> % 7th <u>3</u> % 9th <u>3</u> % 11th <u>3</u> %	5th <u>11</u>% 7th <u>15</u>[%] 9th <u>14</u>[%] 11th <u>14</u> %	No No No No
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: *Desired result: 5th – 58%* *(Use all resiliency questions for 5th grade; school connectedness questions for 7, 9, & 11)*	5th <u>55</u> % 7th <u>37</u> % 9th <u>38</u> % 11th <u>39</u> %	5th <u>3</u>% 7th <u>3</u> % 9th <u>3</u> % 11th <u>3</u> %	5th <u>60</u>% 7th <u>49</u>[%] 9th <u>47</u>[%] 11th <u>44</u> %	Yes Yes Yes Yes

Other Performance Measures-- NONE SUBMITTED

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

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Notes: 2001 and 2004 CHKS data includes all elementary and middle school students, and all high school students from Buena, Ventura, and Foothill Technology. Students labeled as "reject" by WestEd are removed from analyses. Alternative high school students are not included among 9th and 11th graders.

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Toward No Drug Use (TND II)	ATODV	9th Health and 9-12 Core Infusion	1600	5/2/03	3/11/03 5/26/04	2003-2004
Class Action	A	12 - Social Studies (Gov) and 9-12 Core Infusion	1200	5/2/03	3/11/03 11/6/03	2003-2004
Project Alert	ATOD	7th and 8th grade Science	2725	9/05/09	9/2009	9/2009
Too Good For Drugs	ATOD	6	1300	To be determined	3/12/04, 10/05 10/24/06	Pilot implementation Fall 2005, full implementation Spring 2007
Reconnecting Youth: A Peer Group Approach to Building Life Skills	ATODV	High School	40-60	4/30/03	7/2009 and Fall 2010	Fall 2010
The Great Body Shop	ATODV	K - 5	7600	December, 2005	March – Nov 2006 (400 teachers trained)	Pilot implementation Spring 2006, full implementation Fall 2006

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV and Youth Development	K-8
✓	Conflict Mediation/Resolution	V	PS-12
✓	Early Intervention and Counseling	ATODV	K-3 and PS-12
✓	Environmental Strategies	ATODV and Youth Development	6-12
✓	Family and Community Collaboration	ATODV and Youth Development	4-12
✓	Media Literacy and Advocacy	ATODV	6-12
	Mentoring	YD	9 -12
✓	Peer-Helping and Peer Leaders	ATODV	4-12
✓	Positive Alternatives	ATODV and Youth Development	K-12
✓	School Policies	ATODV	PS-12
✓	Community Service	Youth Development	6-12
✓	Student Assistance Programs	ATODV	3-12
✓	Tobacco-Use Cessation	T	9-12
✓	Youth Development Caring Schools Caring Classrooms	ATODV	PS- 12

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

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

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

✓

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

CHKS data demonstrates that the reported use of alcohol, tobacco, and marijuana exceeds state results and demonstrates that ATOD use increases as grade level increases. A twenty percentage point increase in student reporting of alcohol use in the past 30 days is noted between the 7th and 9th grade levels and eleven percentage point increase noted between 9th and 11th grade.   Alcohol related suspension rates are the highest in the county.   Classroom Accountability Logs submitted by the high school showed that only about 30% of upper grade students were reached by prevention instruction. Curricula listed below were chosen for their proven success record in populations similar to Ventura Unified School District. The curricula will be integrated into appropriate courses and aligned with state content and challenge standards that are needed to provide students the skills and information necessary to make better health-related choices. Curricula will be successful because they will not be "added-on" but rather "woven" into the subject area.

Appendix C Selected Programs:
Project Toward No Drug Use (TND II): Adopted 1/10/03 this interactive classroom-based intervention program fills the gap in both the 9th grade Health and core infusion in all homeroom classes at the continuation school. This program not only provides the education necessary to prevent drug use, but provides cessation strategies for those already reporting use.
Class Action: Adopted 6/10/03. This curriculum has been integrated into the 12th grade Social Studies content area. District staff has aligned this curriculum with the state Social Studies standards and utilizes it in other content areas as deemed appropriate.
Helping Teens Stop Using Tobacco (TAP): This curriculum, tested in a student population similar to VUSD, will especially assist with the rate of reported tobacco use. Our district has already begun training select staff to implement this curriculum to effectively assist students who may find it difficult to stop using tobacco.
Too Good For Drugs (TGFD) : Adopted 7/12/05 This curriculum is a school-based, developmentally appropriate prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug use.   The first phase of staff development took place in October 2005 for fall 2005 implementation for grades 6, 7 & 8. Continued staff development took place to facilitate full implementation in all grades 6 – 8 by spring 2007. In 2008 it was decided to continue TGFD in grade 6 only, beginning with the 2009-10 school year.
The Great Body Shop: Adopted 10/05: This curriculum is a comprehensive, research-based health, substance abuse and violence prevention program that was implemented district-wide in grades Pre K – 5 beginning Spring 2006. More than 400 teachers, counselors, school nurses and parents were trained in the Great Body shop between March 2006 and November 2006. Full implementation began September 2006, with accountability logs and follow-up support by the teacher specialists for prevention.
Project Alert: Adopted 11/10/2009 This curriculum is a science-based, research-validated prevention curriculum for 7th and 8th

grade students that was implemented beginning Fall 2009.

Reconnecting Youth: A Peer Group Approach to Building Life Skills: At this time, the curricula review committee has recommended further consideration in terms of whether **Reconnecting Youth: a Peer Group Approach to Building Life Skills** can be implemented in our district under the Student Assistance Program or other intervention support.   This program for preventing drug abuse, violence (aggression/depression), suicide-risk and dropout behavior would allow our district to meet the needs of the most at-risk for these behaviors.   Per the CHKS, we have noted a correlation between the students who show signs of poor school achievement and exhibiting risk behavior such as depression, substance use, aggression or suicidal ideation. However, the district currently does not have the funding support to effectively implement this program as intended.

Appendix D Selected Programs: The following **research-based activities** are truly meant to supplement and extend the content and lesson in both the ATODV prevention and intervention programs. The activities include: After School Programs, Conflict Mediation/Resolution, Early Intervention and Counseling, Environmental Strategies, Family and Community Collaboration, Media Literacy and Advocacy, Peer-Helping and Peer Leaders, Positive Alternatives, School Policies, Community Service, Student Assistance Programs, and Tobacco-Use Cessation. Although all these activities are already occurring throughout the district at some degree, emphasis in consistent implementation, program coordination, funding needs, staff development, community knowledge, and increased participation will further supported. In review of the Single Plan for Student Achievement submitted, areas of focus to support student achievement include: staff development to promote caring classroom environment; counseling services to address social/emotional issues; articulation and enforcement of ATODV policies to promote a safe and secure school climate; connectedness through relationship building with all stakeholders; and youth development activities as an integral part of after-school programs.

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will maintain its relationship with the Research and Evaluation Department of the Ventura County Superintendent of Schools Office to aid in the formative and summative evaluation of VUSD alcohol, tobacco, other drug use and violence prevention programs. The CHKS will serve as the primary assessment instrument to measure progress towards stated goals and program effectiveness. CHKS will continue to be administered on an every other year basis – the next administration is scheduled for spring 2010. At the request of WestEd and Ventura County Superintendent of Schools Office, Department of Health Services, VUSD agreed to change the CHKS schedule to match that of other schools in the county and administered the CHKS in the 2003-04 school year rather than the 2004-05 school year. This change facilitated countywide comparison data allowing for a countywide frame of reference in which to interpret changes in students ATODV behaviors an attitude. Between CHKS administrations, additional data will be collected to help provide ongoing feedback related to the effectiveness of VUSD ATODV programs. This data will include suspension and expulsion rates, truancy, discipline behavior, criminal involvement, student and parent surveys, and other evaluative data as needed. All schools will continue to keep Accountability Logs to track implementation of VUSD prevention programs.

The district must be willing to take part in a formal evaluation, if requested. reviewing and monitoring of implementation data and progress towards goals will be an ongoing and a collaborative process between the external evaluator, program administrators, and site staff. Data related to measurable objectives will be gathered on an ongoing basis, and will be supplemented with CHKS data as that data becomes available. In the early stages, particular emphasis will be given to accurate accounting of the implementation and fidelity of school-level activities through the use of Accountability Logs and other strategies as necessary. Through the use of various statistical techniques including regression analysis and means comparison, progress in CHKS trend data and other program data will be analyzed related to the level of program implementation at each site. Qualitative data from students and staff will supplement quantitative outcome and implementation (process) data. These techniques will be used on a formative basis, to help in the determination of progress on the measurable objectives, degree of implementation, and effectiveness of the program elements. This results in a feedback loop of ongoing and valuable information. Programmatic adjustments will be made as necessary based on these analyses. Due to previous inconsistencies between schools in the implementation of the prevention program, these analyses will include an analysis of the degree of implementation.

CHKS data, once received from WestEd, will undergo an in-depth analysis by the external evaluator. These analyses will include a comparison of each round of CHKS data with previous years' data to provide an indication of progress toward measurable objectives, as well as in program implementation. Both CHKS results and other external variables such as the degree of program implementation are necessary to determine overall prevention program effectiveness. This data will facilitate program modifications, improvements, and sustainability of the strengths. An important aspect of this evaluation will be the continual involvement and input of all stakeholders, including district and school staff, parents, community members, and students. Strong efforts will be made to make data available and comprehensible, inclusive of language consideration, to all groups. A means to conduct ongoing feedback and input from parents/guardians and community-based organizations will be established to ensure all students educated in safe, drug-free and high-performing schools

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

VUSD will continue its strong efforts to report information, with consideration of language needs, on the health behaviors of students to all interested stakeholders. In the past, CHKS results have been disseminated through special staff meetings, at School Board meetings, at Parent Advisory Group meetings, and at the Ventura Partnership for Youth Collaborative. These efforts will be maintained and strengthened. Throughout the school year, CHKS results and other information related to prevention program effectiveness will be provided in a variety of forums including: Parent-Teacher Association/Organization meetings, meetings of the Administrative Leadership Team, trainings and workshops for prevention program and teaching staff, meetings of student groups, and meetings of community groups, including the Ventura Partnership for Youth Collaborative. In addition, some CHKS results are posted on the VUSD website and a technical report is available at each school site.

Any presentations to parent groups will be preceded by notification of parents through school newsletters or by posting on the district and school websites. The local newspaper, *The Ventura County Star,* provides a weekly column in which school sites can list upcoming events; this resource will be used to increase public awareness of any upcoming presentations of prevention program evaluation results. School Board presentations of evaluation results will be included on the public Meeting Agenda. Posting of evaluation information on the district website will also continue, with the link to this information highlighted on the district's home page.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The Coordinator of Health Services Programs along with the Teacher Specialist, Prevention Education, will be responsible to administer the program per the state and federal mandates and will oversee all other program efforts. The curricula and subsequent staff development for the programs described earlier will focus on the grade levels identified as having the greatest need. The categorical team will continue to review district data sources relative to ATODV behavior, academic achievement, social economic status, and the school's developed Single Plan to address areas of greatest need.

Following the Principles of Effectiveness, CDE approved programs/activities/strategies will be implemented to address the areas of greatest need. SDFSC fund will supplement not supplant district general funded programs as needs are identified.

The district will also continue to work with the external evaluator to identify groups of high-risk students based on CHKS results and other available data. Analysis of CHKS results by the evaluator has indicated that students with the poorest academic performance (i.e., F grades) have increased risk of tobacco use that is three times higher than the general student population. In addition, these students are five times more likely to use alcohol and other drug than the general student population. Information such as this will help the district to better identify groups with elevated risk and needs and develop strategies that target the barriers to learning of these students.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Coordinated School Health Council (inclusive of participating private schools) will continue to act as the district's clearinghouse for state, federal and private funding sources as the local advisory committee. School staff responsible for the SDFSC, GRAA, and TUPE programs will be active members of this committee and members of the district categorical planning team. Attendance rosters and meeting minutes are maintained. Opportunities for data dissemination program revisions, suggestions, resource sharing, and attainment of performance indicators will be ongoing. Through this collaborative, activities that foster youth development will be better coordinated and community support solicited.

District departments responsible for both state and federal programs will convene regularly and will work collaboratively to secure funding for areas identified as greatest need. A coordinated effort to obtain input and feedback from participating private schools, parents/guardians, and community members will be enhanced. In addition, a district developed assessment tool will result in a clearer understanding of student/family needs and a more comprehensive plan to deal with the needs.

Participation will also occur with the local county schools office in terms of ATODV workshops. In addition, the five-year commitment to the Getting Results study group will continue. Facilitated by the Health Programs office of the county office of education, this group has been instrumental in the implementation of effective prevention programs at the school level. Participation in state education and training will occur as funding and time permits.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

A parent/guardian and community member survey was conducted in the fall of 2003, 2005 and 2008 inclusive of ATODV programs. The results of this survey has helped provide direction in terms of the need to increase articulation of ATODV policies and procedures, awareness of prevention/intervention school educational programs, and the need to address language diversity. This information also helps determine program support for parents/guardians.

A coordinated effort to include all categorical and related programs has been made to survey parent/guardian and community members each fall and spring. This will become a primary means in which to obtain meaningful input. Based upon the need assessment, training opportunities for parents/guardians will be planned and implemented.

The district developed Community Resource Guide will continue to be shared to empower parents/guardian with local community resources in the area of health, mental health, tutoring, youth development activities, and ATODV resources.

Continued opportunities for parent/guardian and community feedback and input will occur in existing forums such as GATE Parent Advisory, English Language Learner Advisory, Media Literacy pre and post assessments, Parent Project pre and post assessment, Indian Education Advisory, Coordinated School Health Council, and Parent Teacher Association/Organizations. In addition, a Parent Involvement Coordinator has recently begun implementing a program to bring parents and families together. The PIC will be implementing several parent evenings to help bring more involvement to the district.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Established in May 2002, the district created a Pregnant Student Support Services Protocol.   This protocol reflected School Board policy and a three-step process including: identification, referral to school nurse or counselor, and school placement. Once identified and referred to the school nurse, the school nurse has an essential role in assisting the student to access health care and other available services. Such services include California School Age Families Education program (Cal-SAFE), Adolescent Family Life Program (AFLP), and other community-based support services. In addition, the VUSD Teen Parent Liaison works closely with identified teen parents to help them access any needed services.

The school nurse provides tobacco use prevention education in either an individual or small group setting depending on the needs of the student. A promising practice curriculum, "Tobacco-Free Generations", provides the tobacco education instruction.

Ongoing collaboration exists between district departments and schools responsible for services to this target population.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Teacher Specialist, Prevention Program Advisor	.25 – TUPE 9 - 12
Student Assistance Programs Resource Counselor	.25 - TUPE 9 - 12
Secretary (Clerical Support)	.33 – TUPE 9 – 12
High School Prevention Coordinator – Stipend X 4 Schools	$1000 per year TUPE 9 – 12 (Total $4000 annually)

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 included is 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)	1. Every student completes a 4-year academic plan that is reviewed annually.	1. All students, grades 9-12	1. 9th grade Fall High School Counselors 10th-12th grades-ongoing/ High School Counselors New enrollees- at the time of enrollment/ High School Counselors	1. VUSD's High School graduation rate will increase from <u>88%</u> to <u>94%</u> by 2009.	1.Gener-al Fund/
	2. All students receive agendas outlining grad. requirements and college admission requirements; counselors orient students to use of agendas.	2. All students, grades 9-12	2. Fall Administrators and High School Counselors	2. Students receive all information and materials.	2. General Fund/ SLIBG
	3. Orientation meeting for all parents/guardians from public/private schools to go over graduation requirements, High School Exit Exam, university admission,	3. Parents/ guardians of all students, incoming 9th grade	3. Spring and Fall High School Counselors	3. Orientation meetings are held.	3. General Fund

	college, registration, etc., in the home languages.			
	4. Home notices (every 5 weeks) and quarter grades are sent to parents/guardians in the home languages. Conferences scheduled as needed.	4. All students, grades 9-12	4. High School Counselors	4. Notices are mailed and conferences are held.	4. General Fund
	5. Restructured High School EL Content courses to include SDAIE offerings in all College Prep Classes.	5. All students in grades 9-12	5, Assistant Principals Counselors	5, Individual Placement	5. Gen Fund
	6. Restructured middle and high school ELA and ELD courses to address student literacy and English language development needs at all proficiency levels.	6. All students in grades 6-12	6. Assistant Principals Directors Teacher Specialists Teacher	6. Cluster and unit assessments Fluency CELDT CST CMA	6. General Fund Intervention money EIA-LEP IMFRP
	7. EL Catch Up Plans/AB 1802.	7. All students 9-12	7. Counselors	7. All students have received a conference.	7. AB 1802
	8. Senior graduation checks.	8. All seniors	8.*Fall and Spring* Teachers and High School Counselors	8. All graduation checks are completed.	8. General Fund

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5.2 (Dropouts)	1. Generate "Must Pass All" list.	1. All students, grades 9-12	1. *Ongoing* High School Counselors	1. VUSD's 9-12th grade dropout rate will decrease from <u>2.7%</u> to <u>1.0%</u> by 2011.	1. General Fund/
	2. Conference with every student who has an "F" in a graduation-required class.	2. All students, grades 9-12	2. *Ongoing* High School Counselors	2. All conferences are completed.	2. General Fund/ AB 1802
	3. Conferences at every progress period for seniors with a D or F in must-pass classes.	3. All seniors	3. *Ongoing* High School Counselors	3. All conferences are completed.	3. General Fund/ AB 1802
	4. Referrals to counselor/Student Assistance Program/Advance-ment Via Individual Determination/ School Resource Officer/ psychologist/nurse.	4. All students, grades 9-12	4. *Ongoing* High School Counselors, teachers, admin., support staff	4. All needed referrals are made.	4. General Fund/ Title IV, MediCal/ AB 1802 AB 1113
	5. Program for Student Success, Study Skills Class, and Summer School for students who are falling behind in credits.	5. All students, grades 9-12	5. *Ongoing* Teachers	5. Programs are held.	5. General Fund/ AB 1802
	6. Attendance monitoring through School Attendance Review Team process and home contacts.	6. All students, grades 9-12	6. *Ongoing* Administrators, counselors, Child Welfare & Attendance staff, nurses	6. VUSD's 9-12th grade dropout rate will decrease from <u>2.7% to 1.0% by 2011</u>	6. General Fund/ County of Ventura District Attorney Office, MediCal

	7. Student government at each middle school and high school.	7. All students, grades 6-12	7. *Ongoing* Teachers	7. Student governments is active.	7. General Fund
	8.DeAnza Middle school after-school enrichment programs (Program Enrichment for After school Kids and intervention).	8. All students, grades 6-8	8. *Ongoing* Teachers and community agencies	8. Programs are held.	8. City of Ventura, Recreati on Dept.
	9. High school athletics, clubs and Career Centers.	9. All students, grades 9-12	9.*Ongoing* Teachers	9. Activities and clubs are regularly scheduled.	9. General Fund/ Perkins
	10.Opportunity to enroll in on-line courses; if enrolled concurrently at high school.	10. All students, grades 9-12	10.*Ongoing* Adult Education teachers and High School Counselors	10, Students are made aware of all class offerings through bulletins, posters, and student conference.	10. Adult Educa-tion
5.2 (Dropouts)	11. Referral of students to Alternate Placement Committee to ensure students have access to alternative education options that may best serve them, so they stay in school.	11. All students, grades 9-12	11. *Ongoing* Administrators, High School Counselors, Child Welfare and Attendance Staff	11. Optimal placements are made.	11. General Fund/ MediCal
	12. Portable Assisted Study Skills Program/ Migrant Home-School Liaison support.	12. Migrant students, grades 9-12	12. *Ongoing* Migrant Ed. Teacher/Migran t Home School Liaison	12. Programs and services are scheduled.	12. Migrant Ed.
	13. CalSafe program for pregnant teens.	13. Pregnant	13. *Ongoing* Teachers, High	13. Programs are	13. General

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		teens, grades 9-12	School Counselors	implemented.	Fund/ CalSafe/ TUPE/ Title IV
	14. First Steps child care program for teen parents.	14. Teen parents, grades 9-12	14. *Ongoing* Childcare staff, teachers, High School Counselors	14. Programs are implemented.	14. CalSafe/ MediCal
	15. Indian Education Program – monthly contact with students by Indian Education counselors, counseling and advisement, tutoring and parent education.	15. Native American students, grades 9-12	15. *Ongoing* Counseling staff, Coordinator, monitoring of students' grade and test data	15. Programs are implemented.	15. Title VII, Part A

5.3 (Advanced Place-ment)	1. High School /Ventura Community College partnership-students may be concurrently enrolled in college classes.	1. All students, grades 9-12	1. *Ongoing* High School Counselors	1. Enrollment in Ventura Unified School District's Advanced Placement classes will be representative of the demographic makeup of the schools. 2. Nights are scheduled.	1. General Fund/ GATE/ Ventura College
	2. Evening AP and Honors Night for parents/guardians and students.	2. All students, grades 9-12	2. *Spring* High School Counselors and Teachers	3. Programs are implemented.	2. General Fund/ GATE
	3.AVID-Advancement Via Individual Determination-promoting success in college prep classes through tutors and study groups.	3. Low income and first genera-tion students	3.*Ongoing* Middle & High School teachers and college tutors		3. Migrant Ed.
	4.Vertical teams with Middle School and High School teachers to help students early on to qualify for honors classes.	4. All students, grades 9-12	4.*Ongoing* Middle & High School Counselors, Middle & High School teachers	4. Articulation meetings are held.	4. AP Challenge Grant
	5. AP classes online offered by University of California and Brigham Young University.	5. All students, grades 9-12	5. *Ongoing* High School Counselors /University of Cal. and Brigham Young Online programs	5. Opportunites are made available to students through bulletins and student conferences.	5. General Fund/ Student-paid fees
	6.MECHA Club-promotes school involvement, college field trips, scholarships, field trips to	6. Hispanic	6. *Ongoing*	6. Clubs meetings and activities are held.	6. Self-funded

UC.	students, grades 9-12	Counselor & Teacher		
7. Migrant Education – encouragement and support of migrant students toward AP enrollment.	7. Migrant students, grades 9-12	7. *Ongoing* Migrant Ed. Teacher and Liaison	7. The program is implemented.	7. Migrant Ed.
8. Indian Education- encouragement and support of Native American students toward AP enrollment and college enrollment.	8. Native American students, grades 9-12	8. *Ongoing* Indian Ed. Staff	8. The program is implemented.	8. Title VII, Part A
9. Restructured High School EL Content courses to include SDAIE offerings in all College Prep Classes.	9. All students in grades 9-12	9. *Ongoing* Assistant Principals Counselors	9. Courses and offered and students are scheduled by individual placement.	9. 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: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Of the five approved measures, Ventura Unified School District uses the following criteria to identify schools eligible for Title I funding: The number of children eligible for Free/Reduced Price Lunch programs under the Richard B. Russell National School Lunch Act.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • 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.	The LEA rank orders all sites based on the measure of poverty, The LEA serves all schools with a poverty measure of 45% and above. Each Title I school receives the same amount of funding per child regardless of grade span.

Additional Mandatory Title I Descriptions
(continued)

> Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs.	Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instruction program would remain intact. This pertains to both Schoolwide Programs (SWP) and to Targeted Assistance Programs (TAP). Program development for both the schoolwide programs and the targeted assistance sites are based upon the needs of the students who are eligible for services. A comprehensive needs assessment is conducted in order to determine the highest priority of services. **Description of Services in VUSD for Schoolwide and Targeted Assistance Programs** The following <u>research-based services</u> that focus on assisting students to meet the standards are implemented on Title I funded campuses for **both schoolwide and targeted assistance programs** based on program need: o Increased learning time o Supplemental support of the core academic curriculum o Special grouping or tutoring to assist low performing students o Counseling o Mentoring o College and career awareness preparation o Academic intervention programs o After-school, intersession, Saturday School, and summer school o Parent outreach and education o Pre-k alignment to kindergarten and transition strategies

• Timely and effective additional assistance to students who experience difficulty mastering state standards.	o Professional development in research-based strategies and standards alignment
	
	o Administration of diagnostic and benchmark assessments with disaggregation of results and identification of specific gaps
	
	o Monitoring and evaluation plan to determine the effectiveness of the plan and to revisions as needed
	
	In the Schoolwide Program in VUSD, the local educational agency chooses to consolidate and use Title I funds, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children enrolled in the school are from low-income families. A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
	
	Schoolwide Program Components:
	  a. A comprehensive needs assessment of the entire school, including migrant and homeless children, that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
	  b. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D) and that use effective methods and instructional strategies that are based on scientifically based research.
	  c. An evaluation plan in place to address how the school will determine if the identified needs have been met.
	  d. Instruction by highly qualified teachers.
	  e. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil

	services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. f. Strategies to increase parental involvement in accordance with section 1118, such as family literary services. g. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. h. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. i. Coordination and integration of Federal, State, and local services and programs.
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: • 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.	**In the Targeted Assistance Program in VUSD,** services specifically target the students who have been identified as failing, or at risk of failing, the state standards in English-Language Arts and/or mathematics. Targeted Assistance Program Components: a. A process on place to ensure that planning for eligible students served under this part is incorporated into existing school planning. b. Implementation of effective scientifically based research methods and instructional strategies that strengthens the core academic program of the school and that give primary consideration to providing extended learning time and accelerated, high-quality curriculum, and minimizing removing children from the regular classroom during regular school hours for Title I funded instruction. c. Coordination with and support of the regular education program. d. Instruction by highly qualified teachers; e. In accordance with section 1119 and subsection (a)(4), high-

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• Strategies to increase parental involvement.	quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. f. Strategies to increase parental involvement in accordance with section 1118, such as family literary services. g. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. h. Reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program as necessary.

Additional Mandatory Title I Descriptions
(continued)

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.

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:	Description of how the LEA is meeting or plans to meet this requirement:
- 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.	**Grades 3-12** "Eligible children" are those 3rd – 12th graders who are identified by the school as either "failing" or as "most at risk of failing" to meet the State standards on the basis of multiple criteria established by the LEA. Children in grades K-2 are selected solely on the basis of teacher judgment, parent interviews, and developmentally appropriate measures. **1. Identification for Grades 3-12**: The determination for initial identification is based on the student's achievement score on the California Standards Test (CST) for English/Language Arts and Mathematics. **2. Cut Scores for Grades 3-12**: (a) Students who receive a score of Far Below Basic, Below Basic, or Basic on either the English Language Arts or Mathematics portions **or** on Both (English Language Arts <u>and</u> Mathematics) are identified as most in need of services. The California Standards Tests are aligned with the state's content standards for each grade. Identified students are further assessed with local assessments to determine specific gaps for focus of interventions. (b) Students in this grade span who enroll in our Title I schools without a score on the CST are administered locally developed assessments at the time of their enrollment. These assessments align with the state standards and have a cut score of 80%. For those students identified, the assessment is further diagnosed to determine specific gaps for focus of intervention.

	Grades K-2 **1. Identification for Grades K-2**: VUSD follows the Section 1115 statute regarding identification for this grade span: "children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures." **2. Cut Scores for Grades K-2**: (a) Teachers in these grade spans administer locally developed assessments for English Language Arts and Mathematics that align with the California Content Standards for each grade. A cut score of 80% is used in both subject areas. (b) Parents are provided an opportunity for input. (c) The student's teacher uses the information gathered from the assessments and the parent interviews along with classroom observations to determine identification. For those students identified, the assessment is further diagnosed to determine specific gaps for focus of intervention. **<u>Monitoring of Student Progress for Grades K -12:</u>** Throughout the year, students' local and state achievement scores are disaggregated to compare the progress of the Title I students to other district student groups. In addition, individual student scores are reported to the site in order to assist teachers further pinpoint particular student needs and to inform parents of student progress towards proficiency of grade level standards.
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.	A district homeless liaison serves the needs of students and families facing financial difficulties. Operation School Bell provides quality clothing and supplies to students in need.
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.	Ventura Unified strives to serve the needs of all of our students; students from group homes, foster youth, and other students at risk are served.

Additional Mandatory Title I Descriptions
(continued)

	Description of how the LEA is meeting or plans to meet this requirement:
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: • 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.	Program Improvement identification procedures are implemented by the Director of Student Performance and Program Evaluation in VUSD. Currently, two schools are in PI Year 1, one school is in PI Year 2, one school is in PI Year 4, and one school is in PI Year 5 Plus. The district has been designated as PI 3, the following actions have been implemented since the 2006-2007 school year. The LEA assists a low-achieving school identified under Section 1116 as in need of improvement by: o Forming a District Technical Assistance Team for PI schools in Years 1, 2, 3 and beyond. Team members: Director of Student Performance and Program Evaluation (lead), Director of Curriculum and Instruction, Bilingual Program Director, and Math and Reading Teacher Specialists for the grade span of the school. An outside consultant assists during initial planning. Other team members are included based on the specific needs of the student data. o Forming a District Corrective Action Team for schools in corrective action. o Designing and implementing the services of the District Technical Assistance Team. District Corrective Action Team including monthly team visitations of classroom and monthly classroom observations and coaching with the principal. o Assisting the school(s) to analyze data and budgets. o Developing or revising PI 2 or 3-year school plans based on scientifically based research to strengthen the core academic subjects to address specific academic issues. o Establishing specific annual, measurable objectives for continuous and substantial progress by each group of low-

performing students.

o Notifying parents of student results/growth, PI or corrective action status, and any new program requirements based on the site's AYP/API results.
o Communicating PI options to parents and scheduling supplemental services.
o Assisting in implementing a research based professional development program targeting student needs.
o Incorporating activities before school, after school, and during the summer.
o Incorporating a teacher-mentoring program.
o Providing an administrative coach for the campus.
o Monitoring instruction.
o Providing research summaries, journal articles, and resources that describe best practices.

Will Rogers Elementary School is in Year 4 of Program Improvement. In 2009-2010, with unanimous backing from the teaching staff, and full support of site and district administration, Will Rogers implemented a Two-Way Immersion (TWI) program in English and Spanish. This TWI Program is being rolled out one grade at a time, beginning with Kindergarten in 2009-10, and moving to 1st grade in 2010-2011, and so on. There is a heavy emphasis on literacy skills in this program.

De Anza Middle School, which is in year 5-plus of Program Improvment will open in Fall 2010 as De Anza Academy of Technology and the Arts (DATA). Full implementation will take place in three years, as the program is being implemented one grade at a time.

The 6th grade will be the focus of the first year of implementation. Curriculum will emphasize technology literacy, including laptops/netbooks for every 6th grade student; foster community service; provide annual fieldtrips to colleges and universities; emphasize living a healthy, informed lifestyle including a concentration on green technologies and careers education; promote project-based learning with community presentations at the end of the year; and focus on preparing students for a global society. As

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	the first wireless campus in the district, DATA will offer a variety of lessons that foster learning, reflecting, and collaborating in new ways. In 2011-2012, the 7th grade class will continue with the components of the 6th grade year, plus world languages. In 2012-13, the 8th grade class will continue with the themes/concepts of the 6th and 7th grade year, plus a focus on the visual and performing arts.

Additional Mandatory Title I Descriptions

(continued)

<table>
<tr><td colspan="2">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."</td></tr>
<tr><td></td><td>Description of how the LEA is meeting or plans to meet this requirement:</td></tr>
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<td>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.</td>
<td>VUSD sends a letter to parents of each student enrolled in PI schools explaining the PI status and the option for public school choice and Supplemental Educational Services. The letter is in an understandable and uniform format written in English and Spanish.

Two windows for choice transfer and SES are offered for each school year.

Components of the letter included:

(a) An explanation of what the identification means, and how the school compares in terms of academic achievement to other schools at the same level in the LEA, county, and state;

(b) The reasons for the identification;

(c) An explanation of what the school identified for school improvement is doing to address the problem of low achievement;

(d) An explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;

(e) An explanation of how the parents can become involved in addressing the academic issues that caused the school to be</td>
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identified for school improvement; and

(f) An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

(g) An explanation of Supplemental Educational Services provided to an eligible student not transferring schools.

Parents are given the option to transfer to one of two designated non-PI schools in the district with transportation costs provide by Title I set-aside funds. Parents were encouraged to contact the school principal to discuss the PI status in more depth. The district technical team provides an overview of the PI regulations to the School Site Council and to the schools' leadership team.

Budget Set-Aside Money

Following the regulations of NCLB, set-aside funds were taken on the Consolidated Application Part II, filed in the fall of 2009.

| Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services. | **SUPPLEMENTAL EDUCATIONAL SERVICES**

Organization of Services
    A list of all State approved providers in the county and on the Internet to prepare an informational letter for our parents. Ventura Unified School District takes the following actions upon notification of a Title I school designated as PI Year 2 and beyond.

(a) Provide, at a minimum, two annual notices and participation windows to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of:
    o   The availability of services under this subsection;
    o   The identity of approved providers of those services that |

are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

(b) If requested, assist parents in selecting a provider from the list of approved providers maintained by the State;

(c) Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students;

(d) Not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student;

(e) In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. The agreement shall adhere to the regulations and requirements of NCLB;

Should VUSD become a supplemental service provider, and parents of eligible students select VUSD as their children's provider, regular notification of student progress will be communicated in writing to the parents with clear and focused objectives for the tutoring based on students identified needs.

2. Budget Set-Aside Money
   Following the regulations of NCLB, set-aside funds will be taken on the Consolidated Application Part II, which will be filed in the fall of 2009. Funds will be utilized according to the statute.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The staff development needs of VUSD Title I schools and the plan of the Title II professional development program is directly aligned via the following strategies: 1. School visitations of the Title I program are made throughout the year by the Director of Student Performance and Program Evaluation (supervisor of Title I programs) and the Director of Curriculum and Instruction (supervisor of Title II programs). These visitations of classrooms and interviews with teachers and principals are done collaboratively to discuss specific needs for each site and the needs of the district at large. 2. Principals from Title I schools meet monthly with the Director of Student Performance and Program Evaluation to discuss specific issues pertinent to their sites. The Director of Curriculum and Instruction, teacher specialists, GATE Coordinator, and the Bilingual Program Director attend these meetings, when pertinent, to ensure efficiency in program delivery and that professional development is coordinated among programs.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	The Superintendent meets throughout the school year with parent representatives from each school on a Parent Advisory Committee to share information and solicit suggestions. Principals meet throughout the school year with Parent Teacher Associations/Parent Teacher Organizations and School Site

	Councils to share information and solicit suggestions.
	The district website has information for parents in both English and Spanish in an easy to navigate format.
	The Superintendent, district administration, and site Principals make schoolwide, group-wide, or district-wide phone announcements in English and Spanish via ConnectEd.

Additional Mandatory Title I Descriptions

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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.

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<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

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

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

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The district's LEA Plan Committee allows for the coordination and integration of educational services in the LEA to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. In addition, this committee reviews research-validated programs. Departments represented in the LEA Plan Committee include: Curriculum and Instruction, Indian Education, Migrant Education, English Language Learner Programs, Child Development Programs, Special Education, Gifted and Talented Education, Counseling, Health Services, Vocational Education, Mathematics Teacher Specialists, Language Arts Teacher Specialists, and Student Performance and Program Evaluation.

At the district level, the Superintendent facilitates a monthly meeting for school and district level department administrators to enhance coordination of district curricular, business, and educational issues.

Principals at the various levels (elementary, middle school, and high school) meet in regular cluster groups to discuss curriculum, instructional strategies, educational research and interventions for non-proficient students.

- High school principals meet with the Assistant Superintendent of Educational Services.

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	• Middle school principals meet with the Director of Student Performance and Program Evaluation. • Elementary principals meet with the Director of Curriculum and Instruction.

Ventura Unified School District Title I Program
Checklist for Annual Implementation of Action Plan
for District-Level Programs: 2009-10 through 2011-12

"Director" indicates the Director of Student Performance and Program Evaluation, unless otherwise specified.

Compliance Item	Action	When	Person(s) Responsible	Evaluation
IV-CE.10 IV-CP.12 VII-CE.21-25	Complete program evaluation of Title I program: o Determine growth of students receiving services in prior year o Determine if each site made AYP	By end of September or earlier depending on release of scores	Director	Evaluation report complete and published Site status for AYP published
IV-CE.10	Notify district and site leadership of AYP status	By end of September or earlier depending on release of scores	Director	Letter sent for AYP status
IV-CP.12	Present evaluation to district Parent Advisory Council (PAC) and involve the council in the improvement of the program	By end of September or earlier depending on release of scores	Director	Agenda and minutes at PAC
IV-CP.12	Present evaluation and improvement plan to the Governing Board	October	Director	Agenda for Board
I-CE.3	Sites conduct data analysis with Title I committee or SSC and evaluate effectiveness of last year's program	By end of October	Title I Principal for Each Site	Data analysis template completed; agenda and minutes of committees/SSC
IV-CE.10	Hold Title I program administrator meetings	Quarterly: September thru May	Director	Agendas and minutes
I-CE.5 IV-CP.11	Notify parents of student results/growth, PI or Corrective Action status; and any new program requirements based on the AYP/PI results	By end of September or earlier depending on release of scores	Director Title I Principal for Each Site	Letters mailed to parents
II-PI.1 II-PI.2 IV-PI.12 I-CE.10	Send out PI notifications as needed: o Arrange for transportation o Arrange for tutoring o Begin schedule for 2 year plan modifications if in PI Year 1 or 2 or Corrective Action	By end of September or earlier depending on release of scores	Director Title I Principal for Each Site Involved in PI or Corrective Action	Letters mailed to parents
II-PI.2	Form District Technical Assistance Teams for schools in PI Year 1	As soon as a school is identified	Director	Team formed

Checklist continued

Compliance Item	Action	When	Person(s) Responsible	Evaluation
II-PI.2 II-PI.3 IV-CP.12	Continue District Technical Assistance Teams for schools in PI Year 2	Entire Year beginning in August	Director Technical Assistance Teams	Team visitation reports
II-PI.2 II-PI.3 II-PI.7	Form District Corrective Action Team for schools in Corrective Action	As soon as a school is identified	Superintendent or Designee	Team formed
IV-CE.10	Identify, based on state assessment results, new Grades 2-11 students to receive services (TAS) and for program evaluation (SWP)	By end of September or earlier depending on release of scores	Director Title I Principal for Each Site	Student lists compiled and entered into data system
II-CP.2 II-CP.3 VIII-CE.21/25	Administer Grades K-2 assessments to identify which students receive services (TAS) and for program evaluation (SWP)	Assessments due from site by mid September; identification by end of September	Director Title I Principal for Each Site	Student lists compiled and entered into data system
IV-CE.10	Notify parents in Grades K-11 if student will be receiving services for current year	By end of September or earlier depending on release of scores	Director Title I Principal for Each Site	Letters sent
I-CE.1 I-CE.2	Distribute parent involvement policy to participating parents	By end of September or earlier depending on release of scores	Title I Principal for Each Site	Policy distributed
I-CE.4	Collect signed parent-school compact	By end of November	Title I Principal for Each Site	Names checked off at each site for signature – lists kept
III-CP.8	Complete Consolidated Application Part 2	By due date – usually November 1	Director Business Office	Submitted to CDE
III-CE.7 III-CE.9 III-CP.8	Allocate funds to sites	After completion of ConAp Part 2	Director	Budget sheets
I-CE.3	Hold site Title I Parent meetings	Once during the year is required	Title I Principal for Each Site	Agendas and minutes

Checklist continued

Compliance Item	Action	When	Person(s) Responsible	Evaluation
II-CP.2 III-CE.8 VI-CE.18-19 VII-CE.21-24	Modify Title I site plans based on student results and PI/Corrective Action regulations. Include: o Schoolwide Program o Targeted Assistance Programs o Staff development plan o Parent program	By mid October	Title I Principal for Each Site	Completed and Board-approved plan
II-CP.3 II-PI.3 IV-CE.10	Implement site program	September thru June	Title I Principal for Each Site	Title I/SSC minutes for reporting progress; director's visitation log and notes; multi-funded logs; expenditures, requisitions
II-CP.2 II-PI.3 IV-CE.10 IV-CP.11/15	Monitor site program	September thru June	Director	Director's visitation log
IV-CE.10	Share information with PAC throughout year	September thru June	Director	Agendas and minutes
IV-CE.10 IV-CE.21	Conduct Title I needs assessment	March-May	Director Title I Principal for Each Site	Tabulated survey
I-CE.1	Revise district parent plan based on needs assessment	May	Director	Completed plan
II-CP.4 III-CP.8	Allocate tentative budget for following year	May	Director Business Office	Budget sheets
II-CD.4	Prepare tentative budget for following year	May	Title I Principal for Each Site	Completed budget sheets
III-CP.8	Complete Consolidated Application Part 1 for following year	June	Director Business Office	Submitted to CDE
III-CE.7 III-CP.8	Complete Title I services report for Consolidated Application Part 2	June	Title I Principal for Each Site	Submitted to Director

Cycle begins again…

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors

- 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, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

   • Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

   • Security procedures at school and while students are on the way to and from school.

   • Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

   • A crisis management plan for responding to violent or traumatic incidents on school grounds.

   • A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

      o Allows a teacher to communicate effectively with all students in the class.
      o Allows all students in the class to learn.
      o Has consequences that are fair, and developmentally appropriate.

o   Considers the student and the circumstances of the situation.

o   Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- Will be used to make decisions about appropriate changes in programs for the subsequent year;

- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

(i)   Truancy rates;

(ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

58. The LEA assures that a minimum of 95 percent 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

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

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

_____Dr. Trudy T. Arriaga_____
Print Name of Superintendent

Signature on file at ESC   08/24/2010
_____   _____
Signature of Superintendent   Date

_____Debbie Golden_____
Print Name of Board President

Signature on file at ESC   08/24/2010
_____   _____
Signature of Board President   Date

_____N/A_____
Print Name of District Assistance and Intervention Team (DAIT)

_____N/A_____   _____
Signature of DAIT Lead   Date

_____N/A_____
_____
Print Name of Title III Regional County Office of Education Lead (if applicable)

_____N/A_____
_____   _____
Signature of Title III Regional   Date
County Office of Education Lead (if applicable)

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

2.1.   **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

3.1   **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2   **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).

3.3   **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

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

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

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

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

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/

- California Standardized Test (CST)
  http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/ta/tg/sr/

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)

C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C

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Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

APPENDIX E

Promising or Favorable Programs

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

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)

C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D

Program	Level	1	2	3	4	5	Code
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B