

APPENDIX F

NO CHILD LEFT BEHIND ACT OF 2001

PART A — IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

ELEMENTARY & SECONDARY EDUCATION

NCLB LEGISLATION, SECTIONS 1111 THROUGH 1120

SUBPART 1 — BASIC PROGRAM REQUIREMENTS

SEC. 1111. STATE PLANS.

(a) PLANS REQUIRED-

(1) **IN GENERAL-** For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

(2) **CONSOLIDATED PLAN-** A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-

(1) CHALLENGING ACADEMIC STANDARDS-

(A) **IN GENERAL-** Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

(B) **SAME STANDARDS-** The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

(C) **SUBJECTS-** The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

(D) **CHALLENGING ACADEMIC STANDARDS-** Standards under this paragraph shall include —

(i) challenging academic content standards in academic subjects that —

(I) specify what children are expected to know and be able to do;

(II) contain coherent and rigorous content; and

(III) encourage the teaching of advanced skills; and

(ii) challenging student academic achievement standards that —

(I) are aligned with the State's academic content standards;

(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and

(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

(E) INFORMATION- For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

(F) EXISTING STANDARDS- Nothing in this part shall prohibit a State from revising, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

(2) ACCOUNTABILITY-

(A) IN GENERAL- Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall--

(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;

(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and

(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational

agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

(B) ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

(C) DEFINITION- Adequate yearly progress' shall be defined by the State in a manner that--

- (i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;
- (ii) is statistically valid and reliable;
- (iii) results in continuous and substantial academic improvement for all students;
- (iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);
- (v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

(I) The achievement of all public elementary school and secondary school students.

(II) The achievement of--

- (aa) economically disadvantaged students;
- (bb) students from major racial and ethnic groups;
- (cc) students with disabilities; and
- (dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other

academic indicator, as determined by the State for all public elementary school students; and
(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

(D) REQUIREMENTS FOR OTHER INDICATORS- In carrying out subparagraph (C)(vi) and (vii), the State--

(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and

(ii) except as provided in subparagraph (I)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.

(E) STARTING POINT- Each State, using data for the 2001-2002 school year, shall establish the starting point for measuring, under subparagraphs (G) and (H), the percentage of students meeting or exceeding the State's proficient level of academic achievement on the State assessments under paragraph (3) and pursuant to the timeline described in subparagraph (F). The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in--

(i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or

(ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

(F) TIMELINE- Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3).

(G) MEASURABLE OBJECTIVES- Each State shall establish statewide annual measurable objectives, pursuant to subparagraph (C)(v), for meeting the requirements of this paragraph, and which--

(i) shall be set separately for the assessments of mathematics and reading or language arts under subsection (a)(3);

- (ii) shall be the same for all schools and local educational agencies in the State;
- (iii) shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments that applies separately to each group of students described in subparagraph (C)(v);
- (iv) shall ensure that all students will meet or exceed the State's proficient level of academic achievement on the State assessments within the State's timeline under subparagraph (F); and
- (v) may be the same for more than 1 year, subject to the requirements of subparagraph (H).

(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS- Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall--

- (i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);
- (ii) provide for the first increase to occur in not more than 2 years; and
- (iii) provide for each following increase to occur in not more than 3 years.

(I) ANNUAL IMPROVEMENT FOR SCHOOLS- Each year, for a school to make adequate yearly progress under this paragraph-

- (i) each group of students described in subparagraph (C)(v) must meet or exceed the objectives set by the State under subparagraph (G), except that if any group described in subparagraph (C)(v) does not meet those objectives in any particular year, the school shall be considered to have made adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments under paragraph (3) for that year decreased by 10 percent of that percentage from the preceding school year and that group made progress on one or more of the academic indicators described in subparagraph (C)(vi) or (vii); and
- (ii) not less than 95 percent of each group of students described in subparagraph (C)(v) who are enrolled in the school are required to take the assessments, consistent with paragraph (3)(C)(xi) and with accommodations, guidelines, and alternative assessments provided in the same manner as those provided under section 612(a)(17)(A) of the Individuals with Disabilities Education Act and paragraph (3), on which adequate yearly progress is based (except that the 95 percent requirement described in this clause shall not apply in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).

(J) UNIFORM AVERAGING PROCEDURE- For the purpose of determining whether schools are making adequate yearly progress, the State may establish a uniform procedure for averaging data which includes one or more of the following:

(i) The State may average data from the school year for which the determination is made with data from one or two school years immediately preceding that school year.

(ii) Until the assessments described in paragraph (3) are administered in such manner and time to allow for the implementation of the uniform procedure for averaging data described in clause (i), the State may use the academic assessments that were required under paragraph (3) as that paragraph was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001, provided that nothing in this clause shall be construed to undermine or delay the determination of adequate yearly progress, the requirements of section 1116, or the implementation of assessments under this section.

(iii) The State may use data across grades in a school.

(K) ACCOUNTABILITY FOR CHARTER SCHOOLS- The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

(3) ACADEMIC ASSESSMENTS-

(A) IN GENERAL- Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

(B) USE OF ASSESSMENTS- Each State educational agency may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

(C) REQUIREMENTS- Such assessments shall--

(i) be the same academic assessments used to measure the achievement of all children;

(ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

(iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

(iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

(v)(I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language arts, and be administered not less than once during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding;

(vii) beginning not later than school year 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period;

(viii) at the discretion of the State, measure the proficiency of students in academic subjects not described in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;

(ix) provide for—

(I) the participation in such assessments of all students;

(II) the reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards; and

(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency as determined under paragraph (7);

(x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;

(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to

students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and

(xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

(D) DEFERRAL- A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, that were not required prior to the date of enactment of the No Child Left Behind Act of 2001, for 1 year for each year for which the amount appropriated for grants under section 6113(a)(2) is less than—

(i) \$370,000,000 for fiscal year 2002;

(ii) \$380,000,000 for fiscal year 2003;

(iii) \$390,000,000 for fiscal year 2004; and

(iv) \$400,000,000 for fiscal years 2005 through 2007.

(4) SPECIAL RULE- Academic assessment measures in addition to those in paragraph (3) that do not meet the requirements of such paragraph may be included in the assessment under paragraph (3) as additional measures, but may not be used in lieu of the academic assessments required under paragraph (3). Such additional assessment measures may not be used to reduce the number of or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may be used to identify additional schools for school improvement or in need of corrective action or restructuring except as provided in paragraph (2)(I)(i).

(5) STATE AUTHORITY- If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by—

(A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide

basis, and limiting their applicability to students served under this part; or

(B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which—

(i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and

(ii) are applicable to all students served by each such local educational agency.

(6) LANGUAGE ASSESSMENTS- Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY- Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period.

(8) REQUIREMENT- Each State plan shall describe—

(A) how the State educational agency will assist each local educational agency and school affected by the State plan to develop the capacity to comply with each of the requirements of sections 1112(c)(1)(D), 1114(b), and 1115(c) that is applicable to such agency or school;

(B) how the State educational agency will assist each local educational agency and school affected by the State plan to provide additional educational assistance to individual students assessed as needing help to achieve the State's challenging academic achievement standards;

(C) the specific steps the State educational agency will take to ensure that both schoolwide programs and targeted assistance schools provide instruction by highly qualified instructional staff as required by sections 1114(b)(1)(C) and 1115(c)(1)(E), including steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-

of-field teachers, and the measures that the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such steps;
(D) an assurance that the State educational agency will assist local educational agencies in developing or identifying high-quality effective curricula aligned with State academic achievement standards and how the State educational agency will disseminate such curricula to each local educational agency and school within the State; and
(E) such other factors the State educational agency determines appropriate to provide students an opportunity to achieve the knowledge and skills described in the challenging academic content standards adopted by the State.

(9) **FACTORS AFFECTING STUDENT ACHIEVEMENT-** Each State plan shall include an assurance that the State educational agency will coordinate and collaborate, to the extent feasible and necessary as determined by the State educational agency, with agencies providing services to children, youth, and families, with respect to local educational agencies within the State that are identified under section 1116 and that request assistance with addressing major factors that have significantly affected the academic achievement of students in the local educational agency or schools served by such agency.

(10) **USE OF ACADEMIC ASSESSMENT RESULTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT-** Each State plan shall describe how the State educational agency will ensure that the results of the State assessments described in paragraph (3)—

(A) will be promptly provided to local educational agencies, schools, and teachers in a manner that is clear and easy to understand, but not later than before the beginning of the next school year; and

(B) be used by those local educational agencies, schools, and teachers to improve the educational achievement of individual students.

(c) **OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING-** Each State plan shall contain assurances that—

(1) the State educational agency will meet the requirements of subsection (h)(1) and, beginning with the 2002-2003 school year, will produce the annual State report cards described in such subsection, except that the Secretary may provide the State educational agency 1 additional year if the State educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period;

(2) the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments;

(3) the State educational agency, in consultation with the Governor, will include, as a component of the State plan, a plan to carry out the

responsibilities of the State under sections 1116 and 1117, including carrying out the State educational agency's statewide system of technical assistance and support for local educational agencies;

(4) the State educational agency will work with other agencies, including educational service agencies or other local consortia, and institutions to provide technical assistance to local educational agencies and schools, including technical assistance in providing professional development under section 1119, technical assistance under section 1117, and technical assistance relating to parental involvement under section 1118;

(5)(A) where educational service agencies exist, the State educational agency will consider providing professional development and technical assistance through such agencies; and

(B) where educational service agencies do not exist, the State educational agency will consider providing professional development and technical assistance through other cooperative agreements such as through a consortium of local educational agencies;

(6) the State educational agency will notify local educational agencies and the public of the content and student academic achievement standards and academic assessments developed under this section, and of the authority to operate schoolwide programs, and will fulfill the State educational agency's responsibilities regarding local educational agency improvement and school improvement under section 1116, including such corrective actions as are necessary;

(7) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this part;

(8) the State educational agency will inform the Secretary and the public of how Federal laws, if at all, hinder the ability of States to hold local educational agencies and schools accountable for student academic achievement;

(9) the State educational agency will encourage schools to consolidate funds from other Federal, State, and local sources for schoolwide reform in schoolwide programs under section 1114;

(10) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114;

(11) the State educational agency has involved the committee of practitioners established under section 1903(b) in developing the plan and monitoring its implementation;

(12) the State educational agency will inform local educational agencies in the State of the local educational agency's authority to transfer funds under title VI, to obtain waivers under part D of title IX, and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

(13) the State educational agency will coordinate activities funded under this part with other Federal activities as appropriate; and

(14) the State educational agency will encourage local educational agencies and individual schools participating in a program assisted under this part to offer family literacy services (using funds under this part), if the agency or school determines that a substantial number of students served under this part by the agency or school have parents

who do not have a secondary school diploma or its recognized equivalent or who have low levels of literacy.

(d) PARENTAL INVOLVEMENT- Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—

- (1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and
- (2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.

(e) PEER REVIEW AND SECRETARIAL APPROVAL-

(1) SECRETARIAL DUTIES- The Secretary shall—

- (A) establish a peer-review process to assist in the review of State plans;
- (B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students;
- (C) approve a State plan within 120 days of its submission unless the Secretary determines that the plan does not meet the requirements of this section;
- (D) if the Secretary determines that the State plan does not meet the requirements of subsection (a), (b), or (c), immediately notify the State of such determination and the reasons for such determination;
- (E) not decline to approve a State's plan before—
 - (i) offering the State an opportunity to revise its plan;
 - (ii) providing technical assistance in order to assist the State to meet the requirements of subsections (a), (b), and (c); and
 - (iii) providing a hearing; and
- (F) have the authority to disapprove a State plan for not meeting the requirements of this part, but shall not have the authority to require a State, as a condition of approval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic content standards or to use specific academic assessment instruments or items.

(2) STATE REVISIONS- A State plan shall be revised by the State educational agency if it is necessary to satisfy the requirements of this section.

(f) DURATION OF THE PLAN-

(1) IN GENERAL- Each State plan shall—

- (A) remain in effect for the duration of the State's participation under this part; and
- (B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

(2) ADDITIONAL INFORMATION- If significant changes are made to a State's plan, such as the adoption of new State academic content standards and State student achievement standards, new academic

assessments, or a new definition of adequate yearly progress, such information shall be submitted to the Secretary.

(g) PENALTIES-

(1) FAILURE TO MEET DEADLINES ENACTED IN 1994-

(A) IN GENERAL- If a State fails to meet the deadlines established by the Improving America's Schools Act of 1994 (or under any waiver granted by the Secretary or under any compliance agreement with the Secretary) for demonstrating that the State has in place challenging academic content standards and student achievement standards, and a system for measuring and monitoring adequate yearly progress, the Secretary shall withhold 25 percent of the funds that would otherwise be available to the State for State administration and activities under this part in each year until the Secretary determines that the State meets those requirements.

(B) NO EXTENSION- Notwithstanding any other provision of law, 90 days after the date of enactment of the No Child Left Behind Act of 2001 the Secretary shall not grant any additional waivers of, or enter into any additional compliance agreements to extend, the deadlines described in subparagraph (A) for any State.

(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001- If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

(h) REPORTS-

(1) ANNUAL STATE REPORT CARD-

(A) IN GENERAL- Not later than the beginning of the 2002-2003 school year, unless the State has received a 1-year extension pursuant to subsection (c)(1), a State that receives assistance under this part shall prepare and disseminate an annual State report card.

(B) IMPLEMENTATION- The State report card shall be—

(i) concise; and

(ii) presented in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(C) REQUIRED INFORMATION- The State shall include in its annual State report card—

(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

(ii) information that provides a comparison between the actual achievement levels of each group of students

described in subsection (b)(2)(C)(v) and the State's annual measurable objectives for each such group of students on each of the academic assessments required under this part;

(iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));

(iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

(v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

(vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

(vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

(D) OPTIONAL INFORMATION- The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools. Such information may include information regarding—

(i) school attendance rates;

(ii) average class size in each grade;

(iii) academic achievement and gains in English proficiency of limited English proficient students;

(iv) the incidence of school violence, drug abuse, alcohol abuse, student suspensions, and student expulsions;

(v) the extent and type of parental involvement in the schools;

(vi) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and

(vii) a clear and concise description of the State's accountability system, including a description of the criteria by which the State evaluates school performance, and the criteria that the State has

established, consistent with subsection (b)(2), to determine the status of schools regarding school improvement, corrective action, and restructuring.

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS-

(A) REPORT CARDS-

(i) IN GENERAL- Not later than the beginning of the 2002-2003 school year, a local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card, except that the State educational agency may provide the local educational agency 1 additional year if the local educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency, prevented full implementation of this paragraph by that deadline and that the local educational agency will complete implementation within the additional 1-year period.

(ii) SPECIAL RULE- If a State educational agency has received an extension pursuant to subsection (c)(1), then a local educational agency within that State shall not be required to include the information required under paragraph (1)(C) in such report card during such extension.

(B) MINIMUM REQUIREMENTS- The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

(i) in the case of a local educational agency—

(I) the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified; and

(II) information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole; and

(ii) in the case of a school—

(I) whether the school has been identified for school improvement; and

(II) information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.

(C) OTHER INFORMATION- A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

(D) DATA- A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

(E) PUBLIC DISSEMINATION- The local educational agency shall, not later than the beginning of the 2002-2003 school year, unless the local educational agency has received a 1-year extension pursuant to subparagraph (A), publicly disseminate the information described in this paragraph to all schools in the school district served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a report card for all students, the local educational agency may include the information under this section as part of such report.

(3) PREEXISTING REPORT CARDS- A State educational agency or local educational agency that was providing public report cards on the performance of students, schools, local educational agencies, or the State prior to the enactment of the No Child Left Behind Act of 2001 may use those report cards for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

(4) ANNUAL STATE REPORT TO THE SECRETARY- Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State—

(A) beginning with school year 2002-2003, information on the State's progress in developing and implementing the academic assessments described in subsection (b)(3);

(B) beginning not later than school year 2002-2003, information on the achievement of students on the academic assessments required by subsection (b)(3), including the disaggregated results for the categories of students identified in subsection (b)(2)(C)(v);

(C) in any year before the State begins to provide the information described in subparagraph (B), information on the results of student academic assessments (including disaggregated results) required under this section;

(D) beginning not later than school year 2002-2003, unless the State has received an extension pursuant to subsection (c)(1), information on the acquisition of English proficiency by children with limited English proficiency;

(E) the number and names of each school identified for school improvement under section 1116(c), the reason why each school was so identified, and the measures taken to address the achievement problems of such schools;

(F) the number of students and schools that participated in public school choice and supplemental service programs and activities under this title; and

(G) beginning not later than the 2002-2003 school year, information on the quality of teachers and the percentage of classes being taught by highly qualified teachers in the State, local educational agency, and school.

(5) REPORT TO CONGRESS- The Secretary shall transmit annually to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that provides national and State-level data on the information collected under paragraph (4).

(6) PARENTS RIGHT-TO-KNOW-

(A) QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

(i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(i) PRIVACY- Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals.

(j) TECHNICAL ASSISTANCE- The Secretary shall provide a State educational agency, at the State educational agency's request, technical assistance in meeting the requirements of this section, including the provision of advice by

experts in the development of high-quality academic assessments, the setting of State standards, the development of measures of adequate yearly progress that are valid and reliable, and other relevant areas.

(k) VOLUNTARY PARTNERSHIPS- A State may enter into a voluntary partnership with another State to develop and implement the academic assessments and standards required under this section.

(l) CONSTRUCTION- Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

(m) SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS- In determining the assessments to be used by each operated or funded by BIA school receiving funds under this part, the following shall apply:

(1) Each such school that is accredited by the State in which it is operating shall use the assessments the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment as approved by the Secretary of the Interior.

(2) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments adopted by other schools in the same State or region, that meets the requirements of this section.

(3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment meets the requirements of this section.

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

(a) PLANS REQUIRED-

(1) SUBGRANTS- A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

(A) 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 this part will use —

(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic

- achievement standards described in section 1111(b)(1)(D)(ii);
 - (ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;
 - (iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
 - (iv) to 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, as defined under section 1208;
- (B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;
- (C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;
- (D) a description of the strategy the local educational agency will use to coordinate programs under this part 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 local educational agency level staff in accordance with sections 1118 and 1119;
- (E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —
- (i) 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; and
 - (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (F) an assurance that the local educational agency will 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;
- (G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;

(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part;

(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement;

(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;

(N) a description of how the local educational agency will meet the requirements of section 1119;

(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and

(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

(2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used —

(A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or

(B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such additional assessments or indicators described in such subparagraphs

were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

(c) ASSURANCES-

(1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will —

(A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;

(B) provide technical assistance and support to schoolwide programs;

(C) 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;

(D) fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);

(E) 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;

(F) 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;

(G) in the case of a local educational agency 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;

(H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;

(I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;

(J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

(K) 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;

(L) 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;

(M) 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 end of the 2001-2002 school year;

(N) 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 that the parents can understand; and

(O) 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).

(2) SPECIAL RULE- In carrying out subparagraph (G) of paragraph (1), the Secretary —

(A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

(B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.

(3) INAPPLICABILITY- Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.

(d) PLAN DEVELOPMENT AND DURATION-

(1) CONSULTATION- Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.

(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No

Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

(3) REVIEW- Each local educational agency shall periodically review and, as necessary, revise its plan.

(e) STATE APPROVAL-

(1) IN GENERAL- Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(2) APPROVAL- The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —

(A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and

(B) meets the requirements of this section.

(3) REVIEW- The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.

(f) PROGRAM RESPONSIBILITY- The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 and 1115.

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

(i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods 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, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including 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 part are used for children in secondary schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

(aa) the right that parents have to have their child immediately removed from

such program upon their request; and

(bb) 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; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

SEC. 1113. ELIGIBLE SCHOOL ATTENDANCE AREAS.

(a) DETERMINATION-

(1) IN GENERAL- A local educational agency shall use funds received under this part only in eligible school attendance areas.

(2) ELIGIBLE SCHOOL ATTENDANCE AREAS- For the purposes of this part —

(A) the term 'school attendance area' means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

(B) the term 'eligible school attendance area' means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole.

(3) RANKING ORDER- If funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall —

(A) annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order.

(4) REMAINING FUNDS- If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall —

(A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

(5) MEASURES- The local educational agency shall use the same measure of poverty, which measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act, the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency —

(A) to identify eligible school attendance areas;

(B) to determine the ranking of each area; and

(C) to determine allocations under subsection (c).

(6) EXCEPTION- This subsection shall not apply to a local educational agency with a total enrollment of less than 1,000 children.

(7) WAIVER FOR DESEGREGATION PLANS- The Secretary may approve a local educational agency's written request for a waiver of the requirements of subsections (a) and (c), and permit such agency to treat as eligible, and serve, any school that children attend with a State-ordered, court-ordered school desegregation plan or a plan that continues to be implemented in accordance with a State-ordered or court-ordered desegregation plan, if —

(A) the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and

(B) the Secretary determines on the basis of a written request from such agency and in accordance with such criteria as the Secretary establishes, that approval of that request would further the purposes of this part.

(b) LOCAL EDUCATIONAL AGENCY DISCRETION-

(1) IN GENERAL- Notwithstanding subsection (a)(2), a local educational agency may —

(A) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;

(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

(C) designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year; and

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if —

(i) the school meets the comparability requirements of section 1120A(c);

(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

(2) SPECIAL RULE- Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS-

(1) IN GENERAL- A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the

basis of the total number of children from low-income families in each area or school.

(2) SPECIAL RULE-

(A) IN GENERAL- Except as provided in subparagraph (B), the per-pupil amount of funds allocated to each school attendance area or school under paragraph (1) shall be at least 125 percent of the per-pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112, except that this paragraph shall not apply to a local educational agency that only serves schools in which the percentage of such children is 35 percent or greater.

(B) EXCEPTION- A local educational agency may reduce the amount of funds allocated under subparagraph (A) for a school attendance area or school by the amount of any supplemental State and local funds expended in that school attendance area or school for programs that meet the requirements of section 1114 or 1115.

(3) RESERVATION- A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve —

- (A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live;
- (B) children in local institutions for neglected children; and
- (C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

(4) FINANCIAL INCENTIVES AND REWARDS RESERVATION- A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under subpart 2, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for school improvement, corrective action, and restructuring under section 1116(b) for the purpose of attracting and retaining qualified and effective teachers.

SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency may consolidate and use funds under this part, 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 are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-

(A) IN GENERAL- No school participating in a schoolwide program shall be required —

- (i) to identify particular children under this part as eligible to participate in a schoolwide program; or

(ii) to provide services to such children that are supplementary, as otherwise required by section 1120A(b).

(B) SUPPLEMENTAL FUNDS- 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.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS-

(A) EXEMPTION- Except as provided in subsection (b), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act, except as provided in section 613(a)(2)(D) of such Act), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS- A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS- A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(4) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) 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 —

(i) 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);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) 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.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(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) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) 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.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) PLAN-

(A) IN GENERAL- Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that —

(i) describes how the school will implement the components described in paragraph (1);

(ii) describes how the school will use resources under this part and from other sources to implement those components;

(iii) includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and

(iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

(B) PLAN DEVELOPMENT- The comprehensive plan shall be —

(i) developed during a one-year period, unless —

(I) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or

(II) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

(iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;

(iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(v) if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

(c) PREKINDERGARTEN PROGRAM- A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

SEC. 1115. TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (b) identified as having the greatest need for special assistance.

(b) ELIGIBLE CHILDREN-

(1) ELIGIBLE POPULATION-

(A) IN GENERAL- The eligible population for services under this section is —

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION- From the population described in subparagraph (A), eligible children

are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that 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) CHILDREN INCLUDED-

(A) IN GENERAL- Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START, EVEN START, OR EARLY READING FIRST CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this title, is eligible for services under this part.

(C) PART C CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN- A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN- A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE- Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(c) COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM-

(1) IN GENERAL- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —

(A) use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

(B) ensure that planning for students served under this part is incorporated into existing school planning;

(C) use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —

(i) give primary consideration to providing extended learning time, such as an extended school year, before-

and after-school, and summer programs and opportunities;

(ii) help provide an accelerated, high-quality curriculum, including applied learning; and

(iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

(D) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

(E) provide instruction by highly qualified teachers;

(F) in accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

(G) provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

(H) coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) REQUIREMENTS- Each school conducting a program under this section shall assist participating children selected in accordance with subsection (b) to meet the State's proficient and advanced levels of achievement by--

(A) the coordinating of resources provided under this part with other resources; and

(B) reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before- and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT- To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may --

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that

do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES-

(1) SIMULTANEOUS SERVICE- Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES- If--

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including--

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator; and

(iii) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(3) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119 for such fiscal year, and a school may enter into a consortium with another school to carry out such activities.

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SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

(a) LOCAL REVIEW-

(1) IN GENERAL- Each local educational agency receiving funds under this part shall --

(A) use the State academic assessments and other indicators described in the State plan to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2);

(B) at the local educational agency's discretion, use any academic assessments or any other academic indicators described in the local educational agency's plan under section 1112(b)(1)(A) and (B) to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2), except that the local educational agency may not use such indicators (other than as provided for in section 1111(b)(2)(I)) if the indicators reduce the number or change

the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may identify additional schools for school improvement or in need of corrective action or restructuring;

(C) publicize and disseminate the results of the local annual review described in paragraph (1) to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the challenging State student academic achievement standards established under section 1111(b)(1); and

(D) review the effectiveness of the actions and activities the schools are carrying out under this part with respect to parental involvement, professional development, and other activities assisted under this part.

(2) AVAILABLE RESULTS- The State educational agency shall ensure that the results of State academic assessments administered in that school year are available to the local educational agency before the beginning of the next school year.

(b) SCHOOL IMPROVEMENT-

(1) GENERAL REQUIREMENTS-

(A) IDENTIFICATION- Subject to subparagraph (C), a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(B) DEADLINE- The identification described in subparagraph (A) shall take place before the beginning of the school year following such failure to make adequate yearly progress.

(C) APPLICATION- Subparagraph (A) shall not apply to a school if almost every student in each group specified in section 1111(b)(2)(C)(v) enrolled in such school is meeting or exceeding the State's proficient level of academic achievement.

(D) TARGETED ASSISTANCE SCHOOLS- To determine if an elementary school or a secondary school that is conducting a targeted assistance program under section 1115 should be identified for school improvement, corrective action, or restructuring under this section, a local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services, under this part.

(E) PUBLIC SCHOOL CHOICE-

(i) IN GENERAL- In the case of a school identified for school improvement under this paragraph, the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school

improvement under this paragraph, unless such an option is prohibited by State law.

(ii) RULE- In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1).

(F) TRANSFER- Students who use the option to transfer under subparagraph (E) and paragraph (5)(A), (7)(C)(i), or (8)(A)(i) or subsection (c)(10)(C)(vii) shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.

(2) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE; TIME LIMIT-

(A) IDENTIFICATION- Before identifying an elementary school or a secondary school for school improvement under paragraphs (1) or (5)(A), for corrective action under paragraph (7), or for restructuring under paragraph (8), the local educational agency shall provide the school with an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE- If the principal of a school proposed for identification under paragraph (1), (5)(A), (7), or (8) believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the local educational agency, which shall consider that evidence before making a final determination.

(C) FINAL DETERMINATION- Not later than 30 days after a local educational agency provides the school with the opportunity to review such school-level data, the local educational agency shall make public a final determination on the status of the school with respect to the identification.

(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

(II) meets the requirements for professional development activities under section 1119; and

(III) is provided in a manner that affords increased opportunity for participating in that professional development;

(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;

(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;

(vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;

(viii) include strategies to promote effective parental involvement in the school;

(ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

(x) incorporate a teacher mentoring program.

(B) CONDITIONAL APPROVAL- The local educational agency may condition approval of a school plan under this paragraph on —

- (i) inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or
- (ii) feedback on the school improvement plan from parents and community leaders.

(C) PLAN IMPLEMENTATION- Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification under paragraph (1).

(D) PLAN APPROVED DURING SCHOOL YEAR- Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

(E) LOCAL EDUCATIONAL AGENCY APPROVAL- The local educational agency, within 45 days of receiving a school plan, shall —

- (i) establish a peer review process to assist with review of the school plan; and
- (ii) promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.

(4) TECHNICAL ASSISTANCE-

(A) IN GENERAL- For each school identified for school improvement under paragraph (1), the local educational agency serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan under paragraph (3) throughout the plan's duration.

(B) SPECIFIC ASSISTANCE- Such technical assistance —

- (i) shall include assistance in analyzing data from the assessments required under section 1111(b)(3), and other examples of student work, to identify and address problems in instruction, and problems if any, in implementing the parental involvement requirements described in section 1118, the professional development requirements described in section 1119, and the responsibilities of the school and local educational agency under the school plan, and to identify and address solutions to such problems;
- (ii) shall include assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement;
- (iii) shall include assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status; and

(iv) may be provided —

- (I) by the local educational agency, through mechanisms authorized under section 1117; or
- (II) by the State educational agency, an institution of higher education (that is in full compliance with all the reporting provisions of title II of the Higher Education Act of 1965), a private not-for-profit organization or for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

(C) SCIENTIFICALLY BASED RESEARCH- Technical assistance provided under this section by a local educational agency or an entity approved by that agency shall be based on scientifically based research.

(5) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS AFTER IDENTIFICATION- In the case of any school served under this part that fails to make adequate yearly progress, as set out in the State's plan under section 1111(b)(2), by the end of the first full school year after identification under paragraph (1), the local educational agency serving such school —

- (A) shall continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency in accordance with subparagraphs (E) and (F);
- (B) shall make supplemental educational services available consistent with subsection (e)(1); and
- (C) shall continue to provide technical assistance.

(6) NOTICE TO PARENTS- A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8) —

- (A) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- (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 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).

(7) CORRECTIVE ACTION-

(A) IN GENERAL- In this subsection, the term corrective action' means action, consistent with State law, that —

(i) substantially and directly responds to —

(I) the consistent academic failure of a school that caused the local educational agency to take such action; and

(II) any underlying staffing, curriculum, or other problems in the school; and

(ii) is designed to increase substantially the likelihood that each group of students described in 1111(b)(2)(C) enrolled in the school identified for corrective action will meet or exceed the State's proficient levels of achievement on the State academic assessments described in section 1111(b)(3).

(B) SYSTEM- In order to help students served under this part meet challenging State student academic achievement standards, each local educational agency shall implement a system of corrective action in accordance with subparagraphs (C) through (E).

(C) ROLE OF LOCAL EDUCATIONAL AGENCY- In the case of any school served by a local educational agency under this part that fails to make adequate yearly progress, as defined by the State under section 1111(b)(2), by the end of the second full school year after the identification under paragraph (1), the local educational agency shall —

(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

(ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);

(iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

(iv) identify the school for corrective action and take at least one of the following corrective actions:

(I) Replace the school staff who are relevant to the failure to make adequate yearly progress.

(II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

(III) Significantly decrease management authority at the school level.

(IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).

(V) Extend the school year or school day for the school.

(VI) Restructure the internal organizational structure of the school.

(D) DELAY— Notwithstanding any other provision of this paragraph, the local educational agency may delay, for a period not to exceed 1 year, implementation of the requirements under paragraph (5), corrective action under this paragraph, or restructuring under paragraph (8) if the school makes adequate yearly progress for 1 year or if its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency or school. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

(E) PUBLICATION AND DISSEMINATION— The local educational agency shall publish and disseminate information regarding any corrective action the local educational agency takes under this paragraph at a school—

(i) to the public and to the parents of each student enrolled in the school subject to corrective action;

(ii) in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(iii) through such means as the Internet, the media, and public agencies.

(8) RESTRUCTURING—

(A) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS— If, after 1 full school year of corrective action under paragraph (7), a school subject to such corrective action continues to fail to make adequate yearly progress, then the local educational agency shall—

(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

(ii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

(iii) prepare a plan and make necessary arrangements to carry out subparagraph (B).

(B) ALTERNATIVE GOVERNANCE—Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:

(i) Reopening the school as a public charter school.

- (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
- (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
- (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause.

(C) PROMPT NOTICE- The local educational agency shall—

- (i) provide prompt notice to teachers and parents whenever subparagraph (A) or (B) applies; and
- (ii) provide the teachers and parents with an adequate opportunity to—
 - (I) comment before taking any action under those subparagraphs; and
 - (II) participate in developing any plan under subparagraph (A)(iii).

(9) TRANSPORTATION- In any case described in paragraph (1)(E) for schools described in paragraphs (1)(A), (5), (7)(C)(i), and (8)(A), and subsection (c)(10)(C)(vii), the local educational agency shall provide, or shall pay for the provision of, transportation for the student to the public school the student attends.

(10) FUNDS FOR TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES-

(A) IN GENERAL- Unless a lesser amount is needed to comply with paragraph (9) and to satisfy all requests for supplemental educational services under subsection (e), a local educational agency shall spend an amount equal to 20 percent of its allocation under subpart 2, from which the agency shall spend—

- (i) an amount equal to 5 percent of its allocation under subpart 2 to provide, or pay for, transportation under paragraph (9);
- (ii) an amount equal to 5 percent of its allocation under subpart 2 to provide supplemental educational services under subsection (e); and

(iii) an amount equal to the remaining 10 percent of its allocation under subpart 2 for transportation under paragraph (9), supplemental educational services under subsection (e), or both, as the agency determines.

(B) TOTAL AMOUNT- The total amount described in subparagraph (A)(ii) is the maximum amount the local educational agency shall be required to spend under this part on supplemental educational services described in subsection (e).

(C) INSUFFICIENT FUNDS- If the amount of funds described in subparagraph (A)(ii) or (iii) and available to provide services under this subsection is insufficient to provide supplemental educational services to each child whose parents request the services, the local educational agency shall give priority to providing the services to the lowest-achieving children.

(D) PROHIBITION- A local educational agency shall not, as a result of the application of this paragraph, reduce by more than 15 percent the total amount made available under section 1113(c) to a school described in paragraph (7)(C) or (8)(A) of subsection (b).

(11) COOPERATIVE AGREEMENT- In any case described in paragraph (1)(E), (5)(A), (7)(C)(i), or (8)(A)(i), or subsection (c)(10)(C)(vii) if all public schools served by the local educational agency to which a child may transfer are identified for school improvement, corrective action or restructuring, the agency shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for a transfer.

(12) DURATION- If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the local educational agency shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement for the succeeding school year.

(13) SPECIAL RULE- A local educational agency shall permit a child who transferred to another school under this subsection to remain in that school until the child has completed the highest grade in that school. The obligation of the local educational agency to provide, or to provide for, transportation for the child ends at the end of a school year if the local educational agency determines that the school from which the child transferred is no longer identified for school improvement or subject to corrective action or restructuring.

(14) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- The State educational agency shall—

(A) make technical assistance under section 1117 available to schools identified for school improvement, corrective action, or restructuring under this subsection consistent with section 1117(a)(2);

(B) if the State educational agency determines that a local educational agency failed to carry out its responsibilities under this subsection, take such corrective actions as the State educational agency determines to be appropriate and in compliance with State law;

(C) ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection; and

(D) for local educational agencies or schools identified for improvement under this subsection, notify the Secretary of major factors that were brought to the attention of the State educational agency under section 1111(b)(9) that have significantly affected student academic achievement.

(c) STATE REVIEW AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT-

(1) IN GENERAL- A State shall--

(A) annually review the progress of each local educational agency receiving funds under this part to determine whether schools receiving assistance under this part are making adequate yearly progress as defined in section 1111(b)(2) toward meeting the State's student academic achievement standards and to determine if each local educational agency is carrying out its responsibilities under this section and sections 1117, 1118, and 1119; and

(B) publicize and disseminate to local educational agencies, teachers and other staff, parents, students, and the community the results of the State review, including statistically sound disaggregated results, as required by section 1111(b)(2).

(2) REWARDS- In the case of a local educational agency that, for 2 consecutive years, has exceeded adequate yearly progress as defined in the State plan under section 1111(b)(2), the State may make rewards of the kinds described under section 1117 to the agency.

(3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT- A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(4) TARGETED ASSISTANCE SCHOOLS- When reviewing targeted assistance schools served by a local educational agency, a State educational agency may choose to review the progress of only the students in such schools who are served, or are eligible for services, under this part.

(5) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE-

(A) REVIEW- Before identifying a local educational agency for improvement under paragraph (3) or corrective action under paragraph (10), a State educational agency shall provide the local educational agency with an opportunity to review the data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State educational agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data under subparagraph (A).

(6) NOTIFICATION TO PARENTS—The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

(7) LOCAL EDUCATIONAL AGENCY REVISIONS—

(A) PLAN— Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—

- (i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;
- (ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;
- (iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119;
- (iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);
- (v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
- (vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; and
- (viii) include strategies to promote effective parental involvement in the school.

(B) IMPLEMENTATION—The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

(9) STATE EDUCATIONAL AGENCY RESPONSIBILITY—

(A) TECHNICAL OR OTHER ASSISTANCE— For each local educational agency identified under paragraph (3), the State educational agency shall provide technical or other assistance if requested, as authorized under section 1117, to better enable the local educational agency to—

(i) develop and implement the local educational agency's plan; and

(ii) work with schools needing improvement.

(B) METHODS AND STRATEGIES—Technical assistance provided under this section by the State educational agency or an entity authorized by such agency shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, in implementing the parental involvement activities described in section 1118 and the professional development activities described in section 1119.

(10) CORRECTIVE ACTION— In order to help students served under this part meet challenging State student academic achievement standards, each State shall implement a system of corrective action in accordance with the following:

(A) DEFINITION— As used in this paragraph, the term corrective action' means action, consistent with State law, that—

(i) substantially and directly responds to the consistent academic failure that caused the State to take such action and to any underlying staffing, curricular, or other problems in the agency; and

(ii) is designed to meet the goal of having all students served under this part achieve at the proficient and advanced student academic achievement levels.

(B) GENERAL REQUIREMENTS— After providing technical assistance under paragraph (9) and subject to subparagraph (E), the State—

(i) may take corrective action at any time with respect to a local educational agency that has been identified under paragraph (3);

(ii) shall take corrective action with respect to any local educational agency that fails to make adequate yearly progress, as defined by the State, by the end of the second full school year after the identification of the agency under paragraph (3); and

(iii) shall continue to provide technical assistance while instituting any corrective action under clause (i) or (ii).

(C) CERTAIN CORRECTIVE ACTIONS REQUIRED— In the case of a local educational agency identified for corrective action, the State educational agency shall take at least one of the following corrective actions:

- (i) Deferring programmatic funds or reducing administrative funds.
- (ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff, that offers substantial promise of improving educational achievement for low-achieving students.
- (iii) Replacing the local educational agency personnel who are relevant to the failure to make adequate yearly progress.
- (iv) Removing particular schools from the jurisdiction of the local educational agency and establishing alternative arrangements for public governance and supervision of such schools.
- (v) Appointing, through the State educational agency, a receiver or trustee to administer the affairs of the local educational agency in place of the superintendent and school board.
- (vi) Abolishing or restructuring the local educational agency.
- (vii) Authorizing students to transfer from a school operated by the local educational agency to a higher-performing public school operated by another local educational agency in accordance with subsections (b)(1)(E) and (F), and providing to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9), in conjunction with carrying out not less than one additional action described under this subparagraph.

(D) HEARING- Prior to implementing any corrective action under this paragraph, the State educational agency shall provide notice and a hearing to the affected local educational agency, if State law provides for such notice and hearing. The hearing shall take place not later than 45 days following the decision to implement corrective action.

(E) NOTICE TO PARENTS- The State educational agency shall publish, and disseminate to parents and the public, information on any corrective action the State educational agency takes under this paragraph through such means as the Internet, the media, and public agencies.

(F) DELAY- Notwithstanding subparagraph (B)(ii), a State educational agency may delay, for a period not to exceed 1 year, implementation of corrective action under this paragraph if the local educational agency makes adequate yearly progress for 1 year or its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

(11) SPECIAL RULE– If a local educational agency makes adequate yearly progress for two consecutive school years beginning after the date of identification of the agency under paragraph (3), the State educational agency need no longer identify the local educational agency for improvement or subject the local educational agency to corrective action for the succeeding school year.

(d) CONSTRUCTION– Nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

(e) SUPPLEMENTAL EDUCATIONAL SERVICES–

(1) SUPPLEMENTAL EDUCATIONAL SERVICES– In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES– Each local educational agency subject to this subsection shall—

(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

(i) the availability of services under this subsection;

(ii) 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

(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

(B) if requested, assist parents in choosing 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; and

(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.

(3) AGREEMENT– 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. Such agreement shall—

(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's

individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES– A State educational agency shall--

(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

(5) CRITERIA FOR PROVIDERS– In order for a provider to be included on the State list under paragraph (4)(C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES– The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of--

(A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or

(B) the actual costs of the supplemental educational services received by the child.

(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY– Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

(8) DURATION– The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

(9) PROHIBITION– Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

(10) WAIVER–

(A) REQUIREMENT– At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that--

(i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and

(ii) the local educational agency provides evidence that it is not able to provide those services.

(B) NOTIFICATION– The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

(11) SPECIAL RULE– If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

(12) DEFINITIONS– In this subsection—

(A) the term eligible child' means a child from a low-income family, as determined by the local educational agency for

purposes of allocating funds to schools under section 1113(c)(1);

(B) the term provider' means a non-profit entity, a for-profit entity, or a local educational agency that—

(i) has a demonstrated record of effectiveness in increasing student academic achievement;

(ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and

(iii) is financially sound; and

(C) the term supplemental educational services' means tutoring and other supplemental academic enrichment services that are—

(i) in addition to instruction provided during the school day; and

(ii) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

(f) SCHOOLS AND LEAS PREVIOUSLY IDENTIFIED FOR IMPROVEMENT OR CORRECTIVE ACTION—

(1) SCHOOLS—

(A) SCHOOL IMPROVEMENT—

(i) SCHOOLS IN SCHOOL-IMPROVEMENT STATUS BEFORE DATE OF ENACTMENT— Any school that was in the first year of school improvement status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school that is in the first year of school improvement status under paragraph (1).

(ii) SCHOOLS IN SCHOOL-IMPROVEMENT STATUS FOR 2 OR MORE YEARS BEFORE DATE OF ENACTMENT— Any school that was in school improvement status under this section for two or more consecutive school years preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in subsection (b)(5).

(B) CORRECTIVE ACTION— Any school that was in corrective action status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in paragraph (7).

(2) LEAS—

(A) LEA IMPROVEMENT— A State shall identify for improvement under subsection (c)(3) any local educational agency that was in improvement status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(B) CORRECTIVE ACTION– A State shall identify for corrective action under subsection (c)(10) any local educational agency that was in corrective action status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(C) SPECIAL RULE– For the schools and other local educational agencies described under paragraphs (1) and (2), as required, the State shall ensure that public school choice in accordance with subparagraphs (b)(1)(E) and (F) and supplemental education services in accordance with subsection (e) are provided not later than the first day of the 2002-2003 school year.

(D) TRANSITION– With respect to a determination that a local educational agency has for 2 consecutive years failed to make adequate yearly progress as defined in the State plan under section 1111(b)(2), such determination shall include in such 2-year period any continuous period of time immediately preceding the date of enactment of the No Child Left Behind Act of 2001 during which the agency has failed to make such progress.

(g) SCHOOLS FUNDED BY THE BUREAU OF INDIAN AFFAIRS–

(1) ADEQUATE YEARLY PROGRESS FOR BUREAU FUNDED SCHOOLS–

(A) DEVELOPMENT OF DEFINITION–

(i) DEFINITION– The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, using the process set out in section 1138(b) of the Education Amendments of 1978, shall define adequate yearly progress, consistent with section 1111(b), for the schools funded by the Bureau of Indian Affairs on a regional or tribal basis, as appropriate, taking into account the unique circumstances and needs of such schools and the students served by such schools.

(ii) USE OF DEFINITION– The Secretary of the Interior, consistent with clause (i), may use the definition of adequate yearly progress that the State in which the school that is funded by the Bureau is located uses consistent with section 1111(b), or in the case of schools that are located in more than one State, the Secretary of the Interior may use whichever State definition of adequate yearly progress that best meets the unique circumstances and needs of such school or schools and the students the schools serve.

(B) WAIVER– The tribal governing body or school board of a school funded by the Bureau of Indian Affairs may waive, in part or in whole, the definition of adequate yearly progress established pursuant to paragraph (A) where such definition is determined by such body or school board to be inappropriate. If such definition is waived, the tribal governing body or school board shall, within 60 days thereafter, submit to the Secretary of Interior a proposal for an alternative definition of adequate yearly progress, consistent with section 1111(b), that takes into account the unique circumstances and needs of such school

or schools and the students served. The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, shall approve such alternative definition unless the Secretary determines that the definition does not meet the requirements of section 1111(b), taking into account the unique circumstances and needs of such school or schools and the students served.

(C) TECHNICAL ASSISTANCE– The Secretary of Interior shall, in consultation with the Secretary if the Secretary of Interior requests the consultation, either directly or through a contract, provide technical assistance, upon request, to a tribal governing body or school board of a school funded by the Bureau of Indian Affairs that seeks to develop an alternative definition of adequate yearly progress.

(2) ACCOUNTABILITY FOR BIA SCHOOLS– For the purposes of this section, schools funded by the Bureau of Indian Affairs shall be considered schools subject to subsection (b), as specifically provided for in this subsection, except that such schools shall not be subject to subsection (c), or the requirements to provide public school choice and supplemental educational services under subsections (b) and (e).

(3) SCHOOL IMPROVEMENT FOR BUREAU SCHOOLS–

(A) CONTRACT AND GRANT SCHOOLS– For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such school shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(3), and subsection (b)(5), other than subsection (b)(1)(E). The Bureau of Indian Affairs shall be responsible for meeting the requirements of subsection (b)(4) relating to technical assistance.

(B) BUREAU OPERATED SCHOOLS– For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(5), other than subsection (b)(1)(E).

(4) CORRECTIVE ACTION AND RESTRUCTURING FOR BUREAU-FUNDED SCHOOLS–

(A) CONTRACT AND GRANT SCHOOLS– For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such school shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by such school board under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and

structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

(B) BUREAU OPERATED SCHOOLS– For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by the Bureau under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

(5) ANNUAL REPORT– On an annual basis, the Secretary of the Interior shall report to the Secretary of Education and to the appropriate committees of Congress regarding any schools funded by the Bureau of Indian Affairs which have been identified for school improvement. Such report shall include--

(A) the identity of each school;

(B) a statement from each affected school board regarding the factors that lead to such identification; and

(C) an analysis by the Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, as to whether sufficient resources were available to enable such school to achieve adequate yearly progress.

(h) OTHER AGENCIES- After receiving the notice described in subsection (b)(14)(D), the Secretary may notify, to the extent feasible and necessary as determined by the Secretary, other relevant Federal agencies regarding the major factors that were determined by the State educational agency to have significantly affected student academic achievement.

SEC. 1117. SCHOOL SUPPORT AND RECOGNITION.

(a) SYSTEM FOR SUPPORT-

(1) IN GENERAL- Each State shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under this part, in order to increase the opportunity for all students served by those agencies and schools to meet the State's academic content standards and student academic achievement standards.

(2) PRIORITIES- In carrying out this subsection, a State shall —

(A) first, provide support and assistance to local educational agencies with schools subject to corrective action under section 1116 and assist those schools, in accordance with section 1116(b)(11), for which a local educational agency has failed to carry out its responsibilities under paragraphs (7) and (8) of section 1116(b);

(B) second, provide support and assistance to other local educational agencies with schools identified as in need of improvement under section 1116(b); and

(C) third, provide support and assistance to other local educational agencies and schools participating under this part that need that support and assistance in order to achieve the purpose of this part.

(3) REGIONAL CENTERS- Such a statewide system shall, to the extent practicable, work with and receive support and assistance from the

comprehensive regional technical assistance centers and the regional educational laboratories under section 941(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994, or other providers of technical assistance.

(4) STATEWIDE SYSTEM-

(A) In order to achieve the purpose described in paragraph (1), the statewide system shall include, at a minimum, the following approaches:

(i) Establishing school support teams in accordance with subparagraph (C) for assignment to, and working in, schools in the State that are described in paragraph (2).

(ii) Providing such support as the State educational agency determines necessary and available in order to ensure the effectiveness of such teams.

(iii) Designating and using distinguished teachers and principals who are chosen from schools served under this part that have been especially successful in improving academic achievement.

(iv) Devising additional approaches to providing the assistance described in paragraph (1), such as providing assistance through institutions of higher education and educational service agencies or other local consortia, and private providers of scientifically based technical assistance.

(B) PRIORITY- The State educational agency shall give priority to the approach described in clause (i) of subparagraph (A).

(5) SCHOOL SUPPORT TEAMS-

(A) COMPOSITION- Each school support team established under this section shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students, including —

(i) highly qualified or distinguished teachers and principals;

(ii) pupil services personnel;

(iii) parents;

(iv) representatives of institutions of higher education;

(v) representatives of regional educational laboratories or comprehensive regional technical assistance centers;

(vi) representatives of outside consultant groups; or

(vii) other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

(B) FUNCTIONS- Each school support team assigned to a school under this section shall —

(i) review and analyze all facets of the school's operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school;

(ii) collaborate with parents and school staff and the local educational agency serving the school in the

design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under section 1111(b)(2)(B);

(iii) evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the local educational agency, and, where appropriate, the State educational agency; and

(iv) make additional recommendations as the school implements the plan described in clause (ii) to the local educational agency and the State educational agency concerning additional assistance that is needed by the school or the school support team.

(C) CONTINUATION OF ASSISTANCE- After one school year, from the beginning of the activities, such school support team, in consultation with the local educational agency, may recommend that the school support team continue to provide assistance to the school, or that the local educational agency or the State educational agency, as appropriate, take alternative actions with regard to the school.

(b) STATE RECOGNITION-

(1) ACADEMIC ACHIEVEMENT AWARDS PROGRAM-

(A) IN GENERAL- Each State receiving a grant under this part

—

(i) shall establish a program for making academic achievement awards to recognize schools that meet the criteria described in subparagraph (B); and

(ii) as appropriate and as funds are available under subsection (c)(2)(A), may financially reward schools served under this part that meet the criteria described in clause (ii).

(B) CRITERIA- The criteria referred to in subparagraph (A) are that a school —

(i) significantly closed the achievement gap between the groups of students described in section 1111(b)(2); or

(ii) exceeded their adequate yearly progress, consistent with section 1111(b)(2), for 2 or more consecutive years.

(2) DISTINGUISHED SCHOOLS- Of those schools meeting the criteria described in paragraph (2), each State shall designate as distinguished schools those schools that have made the greatest gains in closing the achievement gap as described in subparagraph (B)(i) or exceeding adequate yearly progress as described in subparagraph (B)(ii). Such distinguished schools may serve as models for and provide support to other schools, especially schools identified for improvement under section 1116, to assist such schools in meeting the State's academic content standards and student academic achievement standards.

(3) AWARDS TO TEACHERS- A State program under paragraph (1) may also recognize and provide financial awards to teachers teaching in a school described in such paragraph that consistently makes

significant gains in academic achievement in the areas in which the teacher provides instruction, or to teachers or principals designated as distinguished under subsection (a)(4)(A)(iii).

(c) FUNDING-

(1) IN GENERAL- Each State —

(A) shall use funds reserved under section 1003(a) and may use funds made available under section 1003(g) for the approaches described under subsection (a)(4)(A); and
(B) shall use State administrative funds authorized under section 1004(a) to establish the statewide system of support described under subsection (a).

(2) RESERVATIONS OF FUNDS BY STATE-

(A) AWARDS PROGRAM- For the purpose of carrying out subsection (b)(1), each State receiving a grant under this part may reserve, from the amount (if any) by which the funds received by the State under subpart 2 for a fiscal year exceed the amount received by the State under that subpart for the preceding fiscal year, not more than 5 percent of such excess amount.

(B) TEACHER AWARDS- For the purpose of carrying out subsection (b)(3), a State educational agency may reserve such funds as necessary from funds made available under section 2113.

(3) USE WITHIN 3 YEARS- Notwithstanding any other provision of law, the amount reserved under subparagraph (A) by a State for each fiscal year shall remain available to the State until expended for a period not exceeding 3 years receipt of funds.

(4) SPECIAL ALLOCATION RULE FOR SCHOOLS IN HIGH-POVERTY AREAS-

(A) IN GENERAL- Each State shall distribute not less than 75 percent of any amount reserved under paragraph (2)(A) for each fiscal year to schools described in subparagraph (B), or to teachers in those schools consistent with subsection (b)(3).

(B) SCHOOL DESCRIBED- A school described in subparagraph (A) is a school whose student population is in the highest quartile of schools statewide in terms of the percentage of children from low income families.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the

agency's expectations for parent involvement, and describe how the agency will —

- (A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;
- (B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- (C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);
- (D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
- (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and
- (F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

- (A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.
- (B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.
- (C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

- (1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an

understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a

school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress; and
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

- participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- (f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- (g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.
- (h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

- (a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-
- (1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall

ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

(b) REPORTS-

(1) ANNUAL STATE AND LOCAL REPORTS-

(A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

(B) STATE REPORTS- Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).

(C) INFORMATION FROM OTHER REPORTS- A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

(2) ANNUAL REPORTS BY THE SECRETARY- Each year, beginning with the 2002-2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational

agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).

(c) NEW PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

- (A) completed at least 2 years of study at an institution of higher education;
- (B) obtained an associate's (or higher) degree; or
- (C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —
 - (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
 - (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

(d) EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT

ACTIVITIES- Subsections (c) and (d) shall not apply to a paraprofessional —

- (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or
- (2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

(g) DUTIES OF PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED- A paraprofessional described in paragraph (1) may be assigned —

- (A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- (B) to assist with classroom management, such as organizing instructional and other materials;
- (C) to provide assistance in a computer laboratory;
- (D) to conduct parental involvement activities;
- (E) to provide support in a library or media center;
- (F) to act as a translator; or

(G) to provide instructional services to students in accordance with paragraph (3).

(3) ADDITIONAL LIMITATIONS- A paraprofessional described in paragraph (1) —

(A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and

(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(h) USE OF FUNDS- A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

(i) VERIFICATION OF COMPLIANCE-

(1) IN GENERAL- In verifying compliance with this section, each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.

(2) AVAILABILITY OF INFORMATION- Copies of attestations under paragraph (1) —

(A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) shall be available to any member of the general public on request.

(j) COMBINATIONS OF FUNDS- Funds provided under this part that are used for professional development purposes may be combined with funds provided under title II of this Act, other Acts, and other sources.

(k) SPECIAL RULE- Except as provided in subsection (l), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 1116(c)(3).

(l) MINIMUM EXPENDITURES- Each local educational agency that receives funds under this part shall use not less than 5 percent, or more than 10 percent, of such funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year.

SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT-

(1) IN GENERAL- To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after

timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL- Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY- Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(4) EXPENDITURES- Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which the local educational agency may determine each year or every 2 years.

(5) PROVISION OF SERVICES- The local educational agency may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION-

(1) IN GENERAL- To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part, on issues such as —

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

(2) TIMING- Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(3) DISCUSSION- Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(4) DOCUMENTATION- Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.

(5) COMPLIANCE-

(A) IN GENERAL- A private school official shall have the right to complain to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

(B) PROCEDURE- If the private school official wishes to complain, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS-

(1) CALCULATION- A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by —

(A) using the same measure of low income used to count public school children;

(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS- Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 9505.

(d) PUBLIC CONTROL OF FUNDS-

(1) IN GENERAL- The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds,

shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES-

(A) PROVIDER- The provision of services under this section shall be provided —

- (i) by employees of a public agency; or
- (ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT- In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS- If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall —

- (1) waive the requirements of this section for such local educational agency;
- (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 9503 and 9504; and
- (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

SEC. 1120A. FISCAL REQUIREMENTS.

(a) MAINTENANCE OF EFFORT- A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 9521.

(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NON-FEDERAL FUNDS-

(1) IN GENERAL- A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.

(2) SPECIAL RULE- No local educational agency shall be required to provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

(c) COMPARABILITY OF SERVICES-

(1) IN GENERAL-

(A) COMPARABLE SERVICES- Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken

as a whole, are at least comparable to services in schools that are not receiving funds under this part.

(B) SUBSTANTIALLY COMPARABLE SERVICES- If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

(C) BASIS- A local educational agency may meet the requirements of subparagraphs (A) and (B) on a grade-span by grade-span basis or a school-by-school basis.

(2) WRITTEN ASSURANCE-

(A) EQUIVALENCE- A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented--

- (i) a local educational agency-wide salary schedule;
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(B) DETERMINATIONS- For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

(C) EXCLUSIONS- A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

(3) PROCEDURES AND RECORDS- Each local educational agency assisted under this part shall--

- (A) develop procedures for compliance with this subsection; and
- (B) maintain records that are updated biennially documenting such agency's compliance with this subsection.

(4) INAPPLICABILITY- This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

(5) COMPLIANCE- For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for--

- (A) language instruction educational programs; and
- (B) the excess costs of providing services to children with disabilities as determined by the local educational agency.

(d) EXCLUSION OF FUNDS- For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

SEC. 1120B. COORDINATION REQUIREMENTS.

(a) IN GENERAL- Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs such as the Early Reading First program.

(b) ACTIVITIES- The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood development programs, such as the Early Reading First program, serving children who will attend the schools of the local educational agency, including —

(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program;

(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs such as the Early Reading First program, as appropriate, to facilitate coordination of programs;

(3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children;

(4) organizing and participating in joint transition-related training of school staff, Head Start program staff, Early Reading First program staff, and, where appropriate, other early childhood development program staff; and

(5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs.

(c) COORDINATION OF REGULATIONS- The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this part with regulations promulgated under the Head Start Act.

APPENDIX G

STAR 2009 Group Performance

Ventura Unified
All Schools

All Grades

California Standards Test			Percentage of Students in Each Performance Level													
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	12970	12970	6	11					24				31			28
Mathematics	12798	12798	6	18						23			30			23
Science	3974	3974	8	10					22			28				32
History	2641	2641	14	11						23			25			27
EOC Science	3510	3510	10	11						33				26		20
World History	1424	1424	17	11						23			23			26

STAR 2009 Group Performance

Ventura Unified

All Grades

All Schools

Economically Disadvantaged

California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	5811	5811	11	17	31	28	14					
Mathematics	5706	5706	8	23	27	27	15					
Science	1741	1741	13	16	29	26	17					
History	1061	1061	24	16	27	21	11					
EOC Science	1178	1178	16	17	37	20	9					
World History	516	516	28	19	24	18	11					

STAR 2009 Group Performance

Ventura Unified
All Schools
Hispanic

All Grades

California Standards Test			Percentage of Students in Each Performance Level												
Standard	Student Count	# Valid Scores													
			Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80
English/Language Arts	5424	5424	10	16	32	28	14								
Mathematics	5361	5361	8	24	27	27	14								
Science	1616	1616	12	16	29	26	17								
History	1038	1038	21	15	28	23	13								
EOC Science	1300	1300	15	16	40	19	9								
World History	543	543	27	18	25	19	11								

STAR 2009 Group Performance

Ventura Unified
All Schools
White

All Grades

California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	<div> <div></div> Far Below Basic <div></div> Below Basic <div></div> Basic <div></div> Proficient <div></div> Advanced </div>									
			10	20	30	40	50	60	70	80	90	
English/Language Arts	6210	6210	3	6	19		33			39		
Mathematics	6125	6125	4	14	21		32			30		
Science	1931	1931	4	5	17		30			44		
History	1314	1314	9	7	19		27			37		
EOC Science	1837	1837	6	8	29		30			27		
World History	723	723	11	7	21		25			36		

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 2

California Standards Test			Percentage of Students in Each Performance Level													
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	1228	1217	8	14	26	31	21									
Mathematics	1228	1228	3	12	19	32	34									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1203	65	66%	634	53%
Word Analysis and Vocabulary Development		22	68%	625	52%
Reading Comprehension		15	64%	703	58%
Literary Response and Analysis		6	77%	754	63%
Written Conventions		14	65%	592	49%
Writing Strategies		8	59%	675	56%
Mathematics	1214	64	78%	802	66%
Place value, addition, and subtraction		15	78%	749	62%
Multiplication, division, and fractions		23	78%	762	63%
Algebra and functions		6	77%	751	62%
Measurement and geometry		13	79%	829	68%
Statistics, data analysis, and probability		7	77%	660	54%

STAR 2009 Group Performance

Ventura Unified

Grade 2

All Schools

Economically Disadvantaged

California Standards Test	Student Count	# Valid Scores	Percentage of Students in Each Performance Level												
Standard			Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80
English/Language Arts	659	652	13	21	30	26	9								
Mathematics	659	659	5	18	25	33	19								

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	643	65	58%	228	35%
Word Analysis and Vocabulary Development		22	60%	227	35%
Reading Comprehension		15	56%	283	44%
Literary Response and Analysis		6	69%	314	49%
Written Conventions		14	56%	203	32%
Writing Strategies		8	50%	277	43%
Mathematics	650	64	72%	339	52%
Place value, addition, and subtraction		15	71%	309	48%
Multiplication, division, and fractions		23	72%	318	49%
Algebra and functions		6	72%	348	54%
Measurement and geometry		13	74%	369	57%
Statistics, data analysis, and probability		7	71%	260	40%

STAR 2009 Group Performance

Ventura Unified

Grade 2

All Schools

Hispanic

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	566	561	13	22		33				23	9	
Mathematics	566	566	5	19		25		33			18	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	554	65	57%	176	32%
Word Analysis and Vocabulary Development		22	59%	190	34%
Reading Comprehension		15	55%	228	41%
Literary Response and Analysis		6	68%	259	47%
Written Conventions		14	56%	177	32%
Writing Strategies		8	49%	218	39%
Mathematics	559	64	72%	286	51%
Place value, addition, and subtraction		15	71%	265	47%
Multiplication, division, and fractions		23	71%	265	47%
Algebra and functions		6	72%	297	53%
Measurement and geometry		13	74%	316	57%
Statistics, data analysis, and probability		7	70%	221	40%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 2

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level												
			<div><div></div>Far Below Basic</div>	<div><div></div>Below Basic</div>	<div><div></div>Basic</div>	<div><div></div>Proficient</div>	<div><div></div>Advanced</div>	10	20	30	40	50	60	70	80
English/Language Arts	538	535	<div><div></div>3</div>	<div><div></div>7</div>	18					39					33
Mathematics	537	537	<div><div></div>6</div>		13				32					48	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	530	65	74%	379	72%
Word Analysis and Vocabulary Development		22	76%	360	68%
Reading Comprehension		15	73%	384	72%
Literary Response and Analysis		6	84%	400	75%
Written Conventions		14	73%	343	65%
Writing Strategies		8	68%	376	71%
Mathematics	532	64	84%	426	80%
Place value, addition, and subtraction		15	84%	398	75%
Multiplication, division, and fractions		23	84%	413	78%
Algebra and functions		6	82%	373	70%
Measurement and geometry		13	85%	425	80%
Statistics, data analysis, and probability		7	83%	361	68%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 3

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1245	1244	9	16		26			30		18	
Mathematics	1249	1249	2	12	18		26			41		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1231	65	68%	586	48%
Word Analysis and Vocabulary Development		20	72%	582	47%
Reading Comprehension		15	64%	565	46%
Literary Response and Analysis		8	68%	485	39%
Written Conventions		13	67%	531	43%
Writing Strategies		9	67%	614	50%
Mathematics	1236	65	78%	829	67%
Place value, fractions, and decimals		16	79%	886	72%
Addition, subtraction, multiplication, and division		16	74%	835	68%
Algebra and functions		12	81%	902	73%
Measurement and geometry		16	79%	747	60%
Statistics, data analysis, and probability		5	81%	950	77%

STAR 2009 Group Performance

Ventura Unified

Grade 3

All Schools

Economically Disadvantaged

California Standards Test		# Valid Scores	Percentage of Students in Each Performance Level									
Standard	Student Count		Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	649	649	15	23			31			21	9	
Mathematics	651	651	3	17	26		29			25		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	643	65	60%	193	30%
Word Analysis and Vocabulary Development		20	65%	200	31%
Reading Comprehension		15	56%	216	34%
Literary Response and Analysis		8	58%	158	25%
Written Conventions		13	60%	178	28%
Writing Strategies		9	59%	233	36%
Mathematics	645	65	72%	343	53%
Place value, fractions, and decimals		16	73%	402	62%
Addition, subtraction, multiplication, and division		16	67%	357	55%
Algebra and functions		12	75%	399	62%
Measurement and geometry		16	74%	297	46%
Statistics, data analysis, and probability		5	76%	444	69%

STAR 2009 Group Performance

Ventura Unified

Grade 3

All Schools

Hispanic

California Standards Test			Percentage of Students in Each Performance Level										
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced						
			10	20	30	40	50	60	70	80	90		
English/Language Arts	561	561	16	22		31			23			8	
Mathematics	563	563	3	18		25		29				25	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	556	65	60%	169	30%
Word Analysis and Vocabulary Development		20	64%	159	29%
Reading Comprehension		15	56%	175	31%
Literary Response and Analysis		8	58%	136	24%
Written Conventions		13	60%	169	30%
Writing Strategies		9	60%	212	38%
Mathematics	558	65	73%	298	53%
Place value, fractions, and decimals		16	74%	344	62%
Addition, subtraction, multiplication, and division		16	67%	314	56%
Algebra and functions		12	75%	346	62%
Measurement and geometry		16	74%	256	46%
Statistics, data analysis, and probability		5	76%	378	68%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 3

California Standards Test			Percentage of Students in Each Performance Level												
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced								
			10	20	30	40	50	60	70	80	90				
English/Language Arts	555	555	3	11	23	36	27								
Mathematics	558	558	7	12	25	55									

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	549	65	75%	346	63%
Word Analysis and Vocabulary Development		20	80%	353	64%
Reading Comprehension		15	71%	317	58%
Literary Response and Analysis		8	77%	292	53%
Written Conventions		13	73%	294	54%
Writing Strategies		9	74%	336	61%
Mathematics	552	65	84%	441	80%
Place value, fractions, and decimals		16	83%	447	81%
Addition, subtraction, multiplication, and division		16	80%	433	78%
Algebra and functions		12	86%	456	83%
Measurement and geometry		16	84%	407	74%
Statistics, data analysis, and probability		5	87%	471	85%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 4

California Standards Test		Student Count	# Valid Scores	Percentage of Students in Each Performance Level											
Standard	Far Below Basic			Below Basic	Basic	Proficient	Advanced								
	10			20	30	40	50	60	70	80	90				
English/Language Arts	1150	1150	3	7	22	28	40								
Mathematics	1162	1162	1	8	17	24	50								

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1147			788	69%
Word Analysis and Vocabulary Development		18	79%	771	67%
Reading Comprehension		15	71%	754	66%
Literary Response and Analysis		9	74%	714	62%
Written Conventions		18	71%	794	69%
Writing Strategies		15	60%	767	67%
Writing Applications		8	NA	785	68%
Mathematics	1159	65	81%	856	74%
Decimals, fractions, and negative numbers		17	82%	852	74%
Operations and factoring		14	81%	808	70%
Algebra and functions		18	84%	831	72%
Measurement and geometry		12	75%	857	74%
Statistics, data analysis, and probability		4	83%	629	54%

STAR 2009 Group Performance

Ventura Unified

Grade 4

All Schools

Economically Disadvantaged

California Standards Test		# Valid Scores	Percentage of Students in Each Performance Level													
Standard	Student Count		Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	573	573	4	11					30				30			26
Mathematics	581	581	2	11					23			27				37

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	570			314	55%
Word Analysis and Vocabulary Development		18	72%	308	54%
Reading Comprehension		15	64%	295	52%
Literary Response and Analysis		9	67%	281	49%
Written Conventions		18	65%	341	60%
Writing Strategies		15	54%	322	56%
Writing Applications		8	NA	350	61%
Mathematics	578	65	76%	371	64%
Decimals, fractions, and negative numbers		17	77%	367	63%
Operations and factoring		14	76%	346	60%
Algebra and functions		18	80%	366	63%
Measurement and geometry		12	69%	360	62%
Statistics, data analysis, and probability		4	79%	264	46%

STAR 2009 Group Performance

Ventura Unified

Grade 4

All Schools

Hispanic








California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	■ Far Below Basic	■ Below Basic	□ Basic	□ Proficient	□ Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	501	501	4	12	32			29			24	
Mathematics	509	509	2	11	24			27			36	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	498			262	53%
Word Analysis and Vocabulary Development		18	72%	260	52%
Reading Comprehension		15	64%	253	51%
Literary Response and Analysis		9	67%	247	50%
Written Conventions		18	64%	276	55%
Writing Strategies		15	54%	271	54%
Writing Applications		8	NA	306	61%
Mathematics	506	65	76%	317	63%
Decimals, fractions, and negative numbers		17	76%	316	62%
Operations and factoring		14	76%	305	60%
Algebra and functions		18	79%	315	62%
Measurement and geometry		12	68%	311	61%
Statistics, data analysis, and probability		4	79%	230	45%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 4

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level											
			 Far Below Basic	 Below Basic	 Basic	 Proficient	 Advanced	10	20	30	40	50	60	70
English/Language Arts	541	541	 3	14	28				54					
Mathematics	546	546	 5	11	21				62					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	541			439	81%
Word Analysis and Vocabulary Development		18	84%	426	79%
Reading Comprehension		15	77%	424	78%
Literary Response and Analysis		9	80%	390	72%
Written Conventions		18	76%	434	80%
Writing Strategies		15	65%	416	77%
Writing Applications		8	NA	400	74%
Mathematics	546	65	85%	454	83%
Decimals, fractions, and negative numbers		17	87%	449	82%
Operations and factoring		14	85%	425	78%
Algebra and functions		18	87%	434	79%
Measurement and geometry		12	80%	460	84%
Statistics, data analysis, and probability		4	86%	334	61%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 5

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1213	1213	3	6	26		32			33		
Mathematics	1232	1232	3	12	17		37			31		
5th Grade Science	1206	1206	4	9	27		33			28		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1207	75	73%	786	65%
Word Analysis and Vocabulary Development		14	72%	769	64%
Reading Comprehension		16	69%	715	59%
Literary Response and Analysis		12	75%	771	64%
Written Conventions		17	75%	737	61%
Writing Strategies		16	73%	852	71%
Mathematics	1226	65	72%	835	68%
Estimation, percents, and factoring		12	70%	784	64%
Operations with fractions and decimals		17	70%	805	66%
Algebra and functions		17	75%	840	69%
Measurement and geometry		15	67%	855	70%
Statistics, data analysis, and probability		4	84%	732	60%
5th Grade Science	1206	60	72%	728	60%
Physical Science 5		11	76%	673	56%
Physical Science 4		8	76%	802	67%
Life Science 5		13	72%	664	55%
Life Science 4		9	68%	756	63%
Earth Science 5		11	73%	775	64%
Earth Science 4		8	67%	801	66%

STAR 2009 Group Performance

Ventura Unified

Grade 5

All Schools

Economically Disadvantaged

California Standards Test	Student Count	# Valid Scores	Percentage of Students in Each Performance Level													
Standard			Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	634	634	4	9					34					33		21
Mathematics	650	650	5	15					20					37		22
5th Grade Science	631	631	6	14					34					31		15

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	631	75	68%	338	54%
Word Analysis and Vocabulary Development		14	68%	341	54%
Reading Comprehension		16	63%	306	48%
Literary Response and Analysis		12	70%	346	55%
Written Conventions		17	71%	329	52%
Writing Strategies		16	69%	394	62%
Mathematics	647	65	67%	383	59%
Estimation, percents, and factoring		12	66%	361	56%
Operations with fractions and decimals		17	66%	373	58%
Algebra and functions		17	71%	388	60%
Measurement and geometry		15	63%	404	62%
Statistics, data analysis, and probability		4	80%	332	51%
5th Grade Science	631	60	66%	290	46%
Physical Science 5		11	71%	277	44%
Physical Science 4		8	71%	355	56%
Life Science 5		13	66%	266	42%
Life Science 4		9	61%	322	51%
Earth Science 5		11	67%	323	51%
Earth Science 4		8	59%	344	55%

STAR 2009 Group Performance

Ventura Unified
All Schools
Hispanic

Grade 5

California Standards Test		Student Count	# Valid Scores	Percentage of Students in Each Performance Level												
Standard				Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80
English/Language Arts	517	517	4	8					36				31			21
Mathematics	529	529	5	16					21				35			23
5th Grade Science	513	513	7	16						36				29		12

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	512	75	68%	263	51%
Word Analysis and Vocabulary Development		14	66%	259	51%
Reading Comprehension		16	62%	232	45%
Literary Response and Analysis		12	70%	269	53%
Written Conventions		17	71%	272	53%
Writing Strategies		16	69%	308	60%
Mathematics	524	65	67%	303	58%
Estimation, percents, and factoring		12	65%	286	55%
Operations with fractions and decimals		17	66%	303	58%
Algebra and functions		17	70%	310	59%
Measurement and geometry		15	63%	323	62%
Statistics, data analysis, and probability		4	80%	268	51%
5th Grade Science	513	60	64%	210	41%
Physical Science 5		11	70%	205	40%
Physical Science 4		8	68%	278	54%
Life Science 5		13	64%	198	39%
Life Science 4		9	58%	231	45%
Earth Science 5		11	65%	239	47%
Earth Science 4		8	58%	265	52%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 5

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level													
			<div><div></div>Far Below Basic</div>	<div><div></div>Below Basic</div>	<div><div></div>Basic</div>	<div><div></div>Proficient</div>	<div><div></div>Advanced</div>	10	20	30	40	50	60	70	80	90
English/Language Arts	570	570	4	18					35						42	
Mathematics	577	577	8	14					41						36	
5th Grade Science	568	568	4	18					37						40	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	569	75	77%	437	77%
Word Analysis and Vocabulary Development		14	78%	422	74%
Reading Comprehension		16	74%	406	71%
Literary Response and Analysis		12	79%	418	73%
Written Conventions		17	77%	375	66%
Writing Strategies		16	77%	447	79%
Mathematics	576	65	75%	442	77%
Estimation, percents, and factoring		12	74%	408	71%
Operations with fractions and decimals		17	72%	413	72%
Algebra and functions		17	79%	442	77%
Measurement and geometry		15	71%	436	76%
Statistics, data analysis, and probability		4	88%	381	66%
5th Grade Science	568	60	79%	435	77%
Physical Science 5		11	82%	390	69%
Physical Science 4		8	82%	436	77%
Life Science 5		13	79%	385	68%
Life Science 4		9	75%	433	76%
Earth Science 5		11	80%	454	80%
Earth Science 4		8	74%	446	79%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 6

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1236	1236	5	10	26			34			25	
Mathematics	1239	1238	5	15	24			31			26	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1229	75	67%	724	59%
Word Analysis and Vocabulary Development		13	72%	688	56%
Reading Comprehension		17	66%	761	62%
Literary Response and Analysis		12	65%	729	59%
Written Conventions		16	72%	710	58%
Writing Strategies		17	62%	672	55%
Mathematics	1231	65	67%	700	57%
Ratios, proportions, percentages, negative fractions		15	65%	647	53%
Operations and problem solving with fractions		10	65%	659	54%
Algebra and functions		19	71%	711	58%
Measurement and geometry		10	64%	784	64%
Statistics, data analysis, and probability		11	69%	714	58%

STAR 2009 Group Performance

Ventura Unified

Grade 6

All Schools

Economically Disadvantaged

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	580	580	8	16		34			31		10	
Mathematics	585	585	7	23		31			26		13	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	573	75	59%	237	41%
Word Analysis and Vocabulary Development		13	64%	225	39%
Reading Comprehension		17	58%	266	46%
Literary Response and Analysis		12	57%	257	45%
Written Conventions		16	66%	248	43%
Writing Strategies		17	54%	209	36%
Mathematics	578	65	59%	229	40%
Ratios, proportions, percentages, negative fractions		15	57%	216	37%
Operations and problem solving with fractions		10	56%	213	37%
Algebra and functions		19	64%	241	42%
Measurement and geometry		10	56%	294	51%
Statistics, data analysis, and probability		11	60%	243	42%

STAR 2009 Group Performance

Ventura Unified
All Schools
Hispanic

Grade 6

California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	515	515	8	17	34		31				10	
Mathematics	521	521	7	24	30		25				13	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	512	75	59%	212	41%
Word Analysis and Vocabulary Development		13	63%	193	38%
Reading Comprehension		17	58%	236	46%
Literary Response and Analysis		12	56%	224	44%
Written Conventions		16	66%	229	45%
Writing Strategies		17	54%	187	37%
Mathematics	518	65	59%	199	38%
Ratios, proportions, percentages, negative fractions.		15	57%	196	38%
Operations and problem solving with fractions		10	56%	195	38%
Algebra and functions		19	63%	215	42%
Measurement and geometry		10	55%	254	49%
Statistics, data analysis, and probability		11	59%	213	41%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 6

California Standards Test			Percentage of Students in Each Performance Level												
Standard	Student Count	# Valid Scores	<div><div></div>Far Below Basic<div></div>Below Basic<div></div>Basic<div></div>Proficient<div></div>Advanced</div>												
			10	20	30	40	50	60	70	80	90				
English/Language Arts	586	586	2	6	20		37						35		
Mathematics	585	584	3	7	19		36						36		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	585	75	73%	421	72%
Word Analysis and Vocabulary Development		13	78%	409	70%
Reading Comprehension		17	71%	431	74%
Literary Response and Analysis		12	71%	417	71%
Written Conventions		16	76%	394	67%
Writing Strategies		17	68%	400	68%
Mathematics	583	65	74%	417	72%
Ratios, proportions, percentages, negative fractions		15	71%	373	64%
Operations and problem solving with fractions		10	73%	389	67%
Algebra and functions		19	77%	410	70%
Measurement and geometry		10	70%	434	74%
Statistics, data analysis, and probability		11	76%	415	71%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 7

California Standards Test	Student Count	# Valid Scores	Percentage of Students in Each Performance Level																
Standard			Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90			
English/Language Arts	1320	1320	4	8					26					35					27
Mathematics	1320	1320	5	13					30					32					20
Algebra I	5	5												100					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1314			806	61%
Word Analysis and Vocabulary Development		11	71%	785	60%
Reading Comprehension		18	71%	776	59%
Literary Response and Analysis		13	66%	780	59%
Written Conventions		16	67%	753	57%
Writing Strategies		17	61%	788	60%
Writing Applications		8	NA	615	47%
Mathematics	1314	65	63%	689	52%
Rational numbers		14	63%	619	47%
Exponents, powers, and roots		8	56%	654	50%
Quantitative relationships and evaluating expressions		10	59%	748	57%
Multi-step problems, graphing, and functions		15	65%	739	56%
Measurement and geometry		13	62%	755	57%
Statistics, data analysis, and probability		5	72%	779	59%
Algebra I	5	65	91%	5	100%
Number properties, operations, and linear equations		17	89%	5	100%
Graphing and systems of linear equations		14	93%	5	100%
Quadratics and polynomials		21	90%	5	100%
Functions and rational expressions		13	94%	5	100%

STAR 2009 Group Performance

Ventura Unified

Grade 7

All Schools

Economically Disadvantaged

California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	<div><div></div> Far Below Basic<div></div> Below Basic<div></div> Basic<div></div> Proficient<div></div> Advanced</div>									
			10	20	30	40	50	60	70	80	90	
English/Language Arts	548	548	8	12		36			33		10	
Mathematics	551	551	7	19		39			26		9	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	542			231	43%
Word Analysis and Vocabulary Development		11	63%	237	44%
Reading Comprehension		18	63%	236	44%
Literary Response and Analysis		13	59%	235	43%
Written Conventions		16	59%	227	42%
Writing Strategies		17	53%	229	42%
Writing Applications		8	NA	182	34%
Mathematics	545	65	55%	187	34%
Rational numbers		14	55%	175	32%
Exponents, powers, and roots		8	47%	184	34%
Quantitative relationships and evaluating expressions		10	51%	227	42%
Multi-step problems, graphing, and functions		15	58%	223	41%
Measurement and geometry		13	55%	233	43%
Statistics, data analysis, and probability		5	66%	272	50%

STAR 2009 Group Performance

Ventura Unified
All Schools
Hispanic

Grade 7

California Standards Test			Percentage of Students in Each Performance Level														
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90	
English/Language Arts	562	562	8	12						32					34		14
Mathematics	566	566	6	17						37					28		11

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	558			269	48%
Word Analysis and Vocabulary Development		11	64%	266	48%
Reading Comprehension		18	65%	259	46%
Literary Response and Analysis		13	60%	261	47%
Written Conventions		16	61%	254	46%
Writing Strategies		17	55%	265	47%
Writing Applications		8	NA	220	39%
Mathematics	562	65	57%	222	40%
Rational numbers		14	57%	197	35%
Exponents, powers, and roots		8	51%	227	40%
Quantitative relationships and evaluating expressions		10	53%	262	47%
Multi-step problems, graphing, and functions		15	60%	248	44%
Measurement and geometry		13	56%	259	46%
Statistics, data analysis, and probability		5	67%	292	52%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 7

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	624	624	6	19		37				37		
Mathematics	622	622	3	9	25		36			27		
Algebra I	4	4				100						

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	622			456	73%
Word Analysis and Vocabulary Development		11	76%	436	70%
Reading Comprehension		18	75%	431	69%
Literary Response and Analysis		13	71%	429	69%
Written Conventions		16	73%	419	67%
Writing Strategies		17	67%	441	71%
Writing Applications		8	NA	328	53%
Mathematics	620	65	67%	391	63%
Rational numbers		14	69%	351	57%
Exponents, powers, and roots		8	60%	357	58%
Quantitative relationships and evaluating expressions		10	64%	409	66%
Multi-step problems, graphing, and functions		15	70%	411	66%
Measurement and geometry		13	67%	414	67%
Statistics, data analysis, and probability		5	75%	407	66%
Algebra I	4	65	90%	4	100%
Number properties, operations, and linear equations		17	90%	4	100%
Graphing and systems of linear equations		14	91%	4	100%
Quadratics and polynomials		21	87%	4	100%
Functions and rational expressions		13	92%	4	100%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 8

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1323	1323	6	11	25		29			30		
Mathematics	8	8	13	13		38				38		
General Mathematics	691	691	7	24		30				33		6
Algebra I	621	621	6	19		49				25		
Geometry	7	7	14				86					
Algebra II	2	2		50						50		
8th Grade Science	1316	1316	8	10	13	26				43		
History-Social Science Cumulative	1335	1335	10	12	26		25			26		

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1315	75	66%	769	58%
Word Analysis and Vocabulary Development		9	68%	855	65%
Reading Comprehension		18	65%	772	59%
Literary Response and Analysis		15	65%	845	64%
Written Conventions		16	72%	784	60%
Writing Strategies		17	62%	700	53%
General Math	691	65	55%	267	39%
Rational Numbers		14	57%	244	35%
Exponents, powers, and roots		10	47%	268	39%
Quantitative relationships and evaluating expressions		11	54%	304	44%
Multi-step problems, graphing, and functions		10	61%	326	47%
Measurement and geometry		11	51%	341	49%
Statistics, data analysis, and probability		9	61%	364	53%
Algebra I	621	65	68%	462	74%
Number properties, operations, and linear equations		17	76%	383	62%
Graphing and systems of linear equations		14	71%	445	72%
Quadratics and polynomials		21	69%	477	77%
Functions and rational expressions		13	51%	401	65%
Geometry	7	65	92%	7	100%
Logic and geometric proofs		23	92%	6	86%
Volume and area formulas		11	92%	7	100%
Angle relationships, constructions, and lines		16	90%	7	100%
Trigonometry		15	92%	7	100%
Algebra II	2	65	87%	2	100%
Polynomials and rational expressions		19	87%	2	100%
Quadratics, conics, and complex numbers		16	78%	2	100%
Exponents and logarithms		16	91%	2	100%
Series, combinatorics, probability and statistics		14	93%	2	100%
8th Grade Science	1316	60	71%	901	68%
Motion		8	64%	866	66%
Forces, Density, and Bouyancy		13	73%	915	70%
Structure of Matter and Periodic Table		16	69%	810	62%
Earth in the Solar System		7	71%	876	67%
Reactions and Chemistry of Living Systems		10	69%	842	64%
Investigation and experimentation		6	78%	875	66%

Grade 8

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STAR 2009 Group Performance

Ventura Unified

Grade 8

All Schools

Economically Disadvantaged

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic		Below Basic		Basic		Proficient		Advanced	
			10	20	30	40	50	60	70	80	90	
English/Language Arts	585	585	11	18		31			29		11	
Mathematics	8	8	13	13		38				38		
General Mathematics	395	395	10	30			29			26		4
Algebra I	192	192	3	10		30			51			7
8th Grade Science	581	581	15	15		20		26			24	
History-Social Science Cumulative	591	591	18	18			31			22		10

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	577	75	57%	226	39%
Word Analysis and Vocabulary Development		9	60%	287	50%
Reading Comprehension		18	56%	244	42%
Literary Response and Analysis		15	56%	275	48%
Written Conventions		16	64%	244	42%
Writing Strategies		17	51%	189	33%
General Math	395	65	51%	120	30%
Rational Numbers		14	53%	114	29%
Exponents, powers, and roots		10	44%	131	33%
Quantitative relationships and evaluating expressions		11	52%	149	38%
Multi-step problems, graphing, and functions		10	57%	160	41%
Measurement and geometry		11	46%	155	39%
Statistics, data analysis, and probability		9	56%	172	44%
Algebra I	192	65	60%	110	57%
Number properties, operations, and linear equations		17	70%	90	47%
Graphing and systems of linear equations		14	64%	116	60%
Quadratics and polynomials		21	59%	116	60%
Functions and rational expressions		13	44%	96	50%
8th Grade Science	581	60	62%	288	50%
Motion		8	56%	307	53%
Forces, Density, and Bouyancy		13	66%	313	54%
Structure of Matter and Periodic Table		16	60%	252	43%
Earth in the Solar System		7	62%	294	51%
Reactions and Chemistry of Living Systems		10	60%	273	47%
Investigation and experimentation		6	68%	280	48%
History - Social Science	591	75	54%	192	32%
World history and geography: Ancient civilizations		16	57%	206	35%
Late Antiquity and the Middle Ages		14	53%	172	29%
Renaissance / Reformation		10	57%	231	39%
U.S. Constitution and the Early Republic		22	53%	220	37%
Civil War and its aftermath		13	55%	205	35%

STAR 2009 Group Performance

Ventura Unified

Grade 8

All Schools

Hispanic

California Standards Test			Percentage of Students in Each Performance Level													
Standard	Student Count	# Valid Scores														
			Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	544	544	9	18				29					28			15
Mathematics	4	4		25						50						25
General Mathematics	344	344	10		30					28				29		3
Algebra I	202	202	2	9			27					52				9
Geometry	1	1								100						
8th Grade Science	541	541	14		15			17			28				26	
History-Social Science Cumulative	552	552	16		17					31			24			13

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	540	75	59%	236	44%
Word Analysis and Vocabulary Development		9	61%	281	52%
Reading Comprehension		18	58%	239	44%
Literary Response and Analysis		15	57%	277	51%
Written Conventions		16	66%	252	47%
Writing Strategies		17	54%	203	38%
General Math	344	65	51%	110	32%
Rational Numbers		14	53%	98	28%
Exponents, powers, and roots		10	44%	113	33%
Quantitative relationships and evaluating expressions		11	52%	135	39%
Multi-step problems, graphing, and functions		10	57%	140	41%
Measurement and geometry		11	46%	140	41%
Statistics, data analysis, and probability		9	56%	149	43%
Algebra I	202	65	61%	124	61%
Number properties, operations, and linear equations		17	71%	95	47%
Graphing and systems of linear equations		14	65%	125	62%
Quadratics and polynomials		21	61%	130	64%
Functions and rational expressions		13	44%	106	52%
Geometry	1	65	80%	1	100%
Logic and geometric proofs		23	70%	0	0%
Volume and area formulas		11	82%	1	100%
Angle relationships, constructions, and lines		16	94%	1	100%
Trigonometry		15	80%	1	100%
8th Grade Science	541	60	63%	291	54%
Motion		8	57%	295	55%
Forces, Density, and Bouyancy		13	66%	308	57%
Structure of Matter and Periodic Table		16	61%	251	46%
Earth in the Solar System		7	63%	293	54%
Reactions and Chemistry of Living Systems		10	61%	267	49%
Investigation and experimentation		6	71%	288	53%
History - Social Science	552	75	56%	202	37%
World history and geography: Ancient civilizations		16	59%	215	39%
Late Antiquity and the Middle Ages		14	54%	178	32%
Renaissance / Reformation		10	58%	235	43%
U.S. Constitution and the Early Republic		22	55%	220	40%
Civil War and its aftermath		13	57%	208	38%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 8

California Standards Test			Percentage of Students in Each Performance Level													
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced	10	20	30	40	50	60	70	80	90
English/Language Arts	639	639	3	6				20			29				42	
Mathematics	3	3						33						67		
General Mathematics	290	290	4	19							29				38	9
Algebra I	341	341	5	14							47				34	
Geometry	1	1										100				
Algebra II	1	1										100				
8th Grade Science	636	636	4	6				10		24					56	
History-Social Science Cumulative	641	641	7	7					23			26			37	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	636	75	72%	448	70%
Word Analysis and Vocabulary Development		9	74%	475	75%
Reading Comprehension		18	70%	441	69%
Literary Response and Analysis		15	70%	479	75%
Written Conventions		16	77%	440	69%
Writing Strategies		17	69%	424	67%
General Math	290	65	59%	137	47%
Rational Numbers		14	60%	121	42%
Exponents, powers, and roots		10	51%	133	46%
Quantitative relationships and evaluating expressions		11	57%	140	48%
Multi-step problems, graphing, and functions		10	65%	157	54%
Measurement and geometry		11	56%	172	59%
Statistics, data analysis, and probability		9	66%	186	64%
Algebra I	341	65	71%	277	81%
Number properties, operations, and linear equations		17	78%	238	70%
Graphing and systems of linear equations		14	75%	259	76%
Quadratics and polynomials		21	73%	285	84%
Functions and rational expressions		13	55%	247	72%
Geometry	1	65	94%	1	100%
Logic and geometric proofs		23	91%	1	100%
Volume and area formulas		11	91%	1	100%
Angle relationships, constructions, and lines		16	100%	1	100%
Trigonometry		15	93%	1	100%
Algebra II	1	65	78%	1	100%
Polynomials and rational expressions		19	74%	1	100%
Quadratics, conics, and complex numbers		16	75%	1	100%
Exponents and logarithms		16	81%	1	100%
Series, combinatorics, probability and statistics		14	86%	1	100%
8th Grade Science	636	60	76%	508	80%
Motion		8	69%	466	73%
Forces, Density, and Bouyancy		13	78%	505	79%
Structure of Matter and Periodic Table		16	76%	467	73%
Earth in the Solar System		7	76%	487	77%
Reactions and Chemistry of Living Systems		10	76%	471	74%
Investigation and experimentation		6	84%	492	77%

White

Grade 8

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
History - Social Science	641	75	69%	404	63%
World history and geography: Ancient civilizations		16	72%	414	65%
Late Antiquity and the Middle Ages		14	67%	334	52%
Renaissance / Reformation		10	69%	407	63%
U.S. Constitution and the Early Republic		22	68%	415	65%
Civil War and its aftermath		13	68%	407	63%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 9

California Standards Test			Percentage of Students in Each Performance Level									
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	1458	1458	4	10	20		32				35	
Mathematics	1	1					100					
General Mathematics	305	305	17	37			31				13	
Algebra I	645	645	6	23		34			32		5	
Geometry	485	485	9	23			48				19	
Algebra II	8	8	25	13		38				25		
Earth Science	276	276	23	16		36			19		6	
Biology/Life Sciences	1015	1015	2	5	28		32			33		
World History	1	1					100					

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1457	75	67%	971	67%
Word Analysis and Vocabulary Development		8	70%	848	58%
Reading Comprehension		18	71%	965	66%
Literary Response and Analysis		16	69%	927	64%
Written Conventions		13	69%	884	61%
Writing Strategies		20	60%	975	67%
General Math	305	65	44%	44	14%
Rational Numbers		14	47%	51	17%
Exponents, powers, and roots		10	37%	67	22%
Quantitative relationships and evaluating expressions		11	46%	85	28%
Multi-step problems, graphing, and functions		10	48%	75	25%
Measurement and geometry		11	37%	77	25%
Statistics, data analysis, and probability		9	50%	100	33%
Algebra I	645	65	53%	242	38%
Number properties, operations, and linear equations		17	65%	227	35%
Graphing and systems of linear equations		14	53%	245	38%
Quadratics and polynomials		21	51%	261	40%
Functions and rational expressions		13	39%	265	41%
Geometry	485	65	72%	327	67%
Logic and geometric proofs		23	75%	316	65%
Volume and area formulas		11	70%	277	57%
Angle relationships, constructions, and lines		16	69%	290	60%
Trigonometry		15	71%	284	59%
Algebra II	8	65	62%	5	63%
Polynomials and rational expressions		19	59%	4	50%
Quadratics, conics, and complex numbers		16	60%	5	63%
Exponents and logarithms		16	67%	5	63%
Series, combinatorics, probability and statistics		14	63%	5	63%
Earth Science	276	60	52%	69	25%
Astronomy and cosmology		12	58%	83	30%
Solid earth		14	52%	75	27%
The Earth's energy		28	49%	72	26%
Investigation and experimentation		6	54%	82	30%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 9

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Biology	1015	60	69%	661	65%
Cell biology		9	65%	597	59%
Genetics		18	71%	683	67%
Ecology and evolution		16	69%	723	71%
Physiology		11	71%	621	61%
Investigation and experimentation		6	68%	681	67%
World History	1	60	12%	0	0%
Development of modern political thought		13	0%	0	0%
Industrial expansion and imperialism		10	20%	0	0%
Causes and effects of the 1st World War		14	21%	0	0%
Causes and effects of the 2nd World War		13	8%	0	0%
International developments in the Post WW II era		10	10%	0	0%

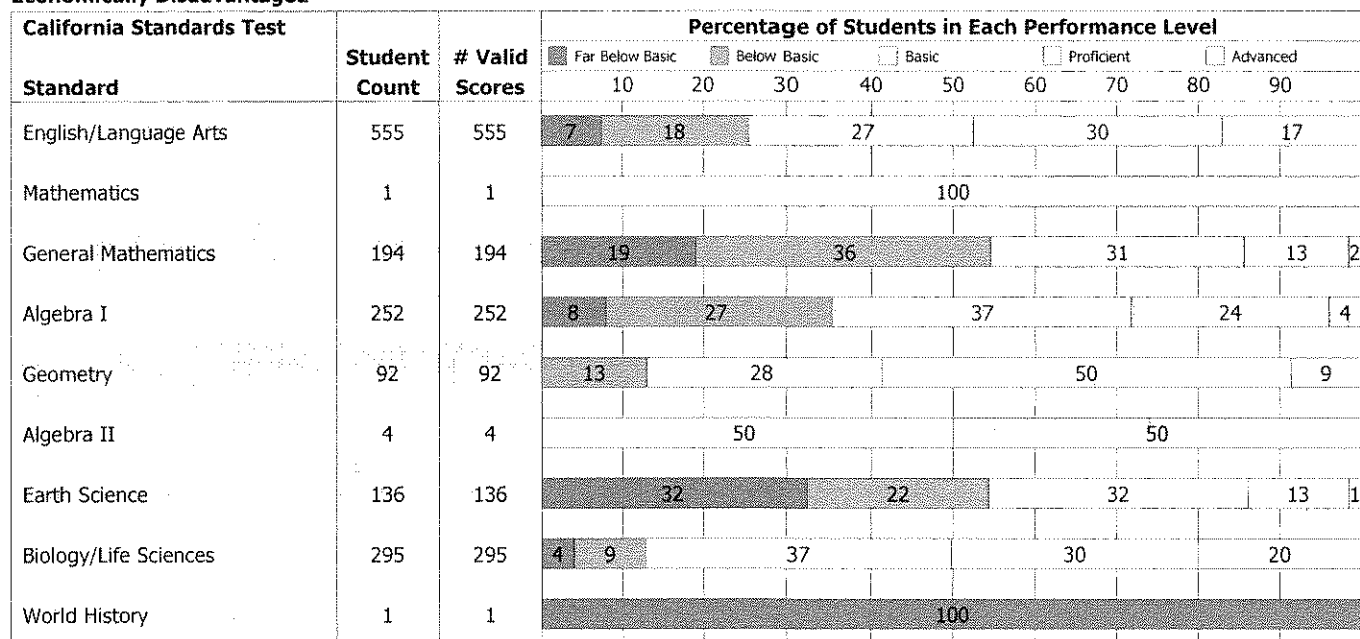
STAR 2009 Group Performance

Ventura Unified

Grade 9

All Schools

Economically Disadvantaged



California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	554	75	58%	263	47%
Word Analysis and Vocabulary Development		8	60%	223	40%
Reading Comprehension		18	62%	272	49%
Literary Response and Analysis		16	60%	256	46%
Written Conventions		13	59%	234	42%
Writing Strategies		20	51%	261	47%
General Math	194	65	44%	28	14%
Rational Numbers		14	47%	32	16%
Exponents, powers, and roots		10	37%	45	23%
Quantitative relationships and evaluating expressions		11	46%	55	28%
Multi-step problems, graphing, and functions		10	47%	47	24%
Measurement and geometry		11	35%	45	23%
Statistics, data analysis, and probability		9	50%	61	31%
Algebra I	252	65	49%	71	28%
Number properties, operations, and linear equations		17	61%	65	26%
Graphing and systems of linear equations		14	49%	77	31%
Quadratics and polynomials		21	48%	87	35%
Functions and rational expressions		13	36%	82	33%
Geometry	92	65	68%	54	59%
Logic and geometric proofs		23	73%	54	59%
Volume and area formulas		11	62%	43	47%
Angle relationships, constructions, and lines		16	66%	51	55%
Trigonometry		15	68%	45	49%
Algebra II	4	65	82%	4	100%
Polynomials and rational expressions		19	84%	4	100%
Quadratics, conics, and complex numbers		16	80%	4	100%
Exponents and logarithms		16	86%	4	100%
Series, combinatorics, probability and statistics		14	77%	4	100%
Earth Science	136	60	45%	19	14%
Astronomy and cosmology		12	52%	24	18%
Solid earth		14	44%	23	17%
The Earth's energy		28	43%	21	15%
Investigation and experimentation		6	46%	27	20%

STAR 2009 Group Performance

Ventura Unified

Grade 9

All Schools

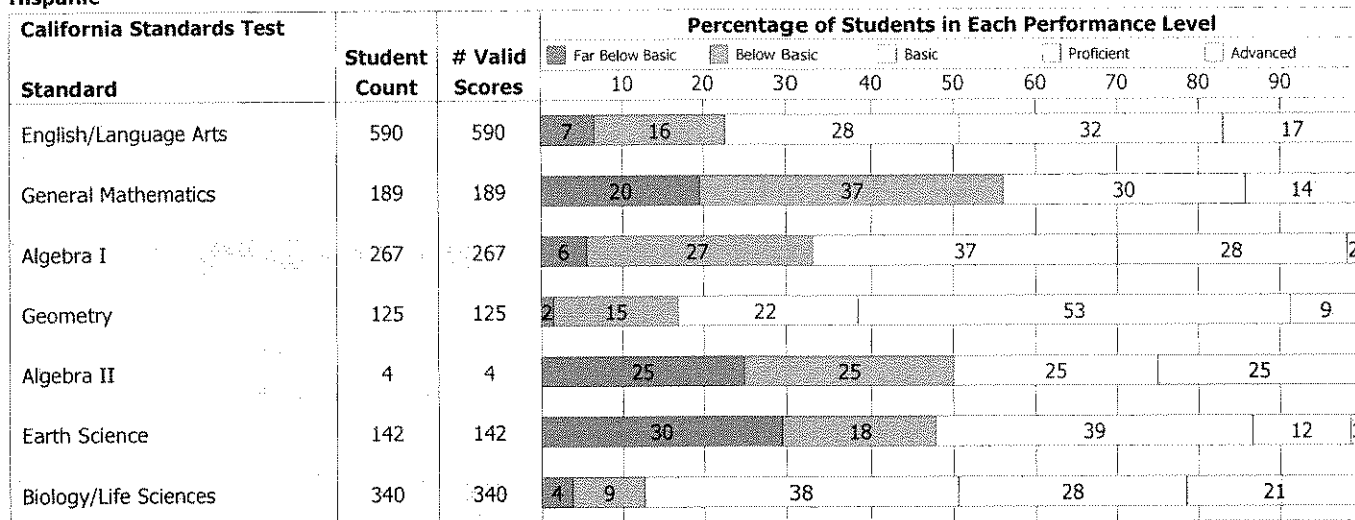
Economically Disadvantaged

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Biology	295	60	63%	148	50%
Cell biology		9	57%	133	45%
Genetics		18	65%	157	53%
Ecology and evolution		16	63%	182	62%
Physiology		11	66%	149	51%
Investigation and experimentation		6	61%	167	57%
World History	1	60	12%	0	0%
Development of modern political thought		13	0%	0	0%
Industrial expansion and imperialism		10	20%	0	0%
Causes and effects of the 1st World War		14	21%	0	0%
Causes and effects of the 2nd World War		13	8%	0	0%
International developments in the Post WW II era		10	10%	0	0%

STAR 2009 Group Performance

Ventura Unified
All Schools
Hispanic

Grade 9



California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	590	75	59%	291	49%
Word Analysis and Vocabulary Development		8	61%	243	41%
Reading Comprehension		18	63%	295	50%
Literary Response and Analysis		16	61%	283	48%
Written Conventions		13	61%	268	45%
Writing Strategies		20	53%	299	51%
General Math	189	65	43%	27	14%
Rational Numbers		14	47%	30	16%
Exponents, powers, and roots		10	36%	41	22%
Quantitative relationships and evaluating expressions		11	45%	53	28%
Multi-step problems, graphing, and functions		10	47%	49	26%
Measurement and geometry		11	36%	46	24%
Statistics, data analysis, and probability		9	49%	56	30%
Algebra I	267	65	50%	80	30%
Number properties, operations, and linear equations		17	62%	73	27%
Graphing and systems of linear equations		14	51%	87	33%
Quadratics and polynomials		21	48%	90	34%
Functions and rational expressions		13	36%	86	32%
Geometry	125	65	68%	77	62%
Logic and geometric proofs		23	71%	74	59%
Volume and area formulas		11	63%	56	45%
Angle relationships, constructions, and lines		16	66%	69	55%
Trigonometry		15	68%	66	53%
Algebra II	4	65	54%	2	50%
Polynomials and rational expressions		19	51%	2	50%
Quadratics, conics, and complex numbers		16	53%	2	50%
Exponents and logarithms		16	58%	2	50%
Series, combinatorics, probability and statistics		14	55%	2	50%
Earth Science	142	60	47%	19	13%
Astronomy and cosmology		12	55%	36	25%
Solid earth		14	45%	22	15%
The Earth's energy		28	44%	22	15%
Investigation and experimentation		6	48%	30	21%
Biology	340	60	63%	168	49%
Cell biology		9	58%	160	47%
Genetics		18	66%	184	54%
Ecology and evolution		16	63%	202	59%
Physiology		11	65%	170	50%
Investigation and experimentation		6	61%	193	57%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 9

California Standards Test			Percentage of Students in Each Performance Level											
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced							
			10	20	30	40	50	60	70	80	90			
English/Language Arts	742	742	2	4	14	32	48							
Mathematics	1	1	100											
General Mathematics	96	96	16	31	39	14								
Algebra I	324	324	6	18	32	37	7							
Geometry	315	315	8	24	47	22								
Earth Science	109	109	13	15	34	28	10							
Biology/Life Sciences	589	589	3	23	34	39								
World History	1	1	100											

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	741	75	73%	591	80%
Word Analysis and Vocabulary Development		8	76%	533	72%
Reading Comprehension		18	77%	580	78%
Literary Response and Analysis		16	75%	560	76%
Written Conventions		13	75%	531	72%
Writing Strategies		20	66%	585	79%
General Math	96	65	46%	14	15%
Rational Numbers		14	47%	19	20%
Exponents, powers, and roots		10	39%	23	24%
Quantitative relationships and evaluating expressions		11	47%	28	29%
Multi-step problems, graphing, and functions		10	49%	23	24%
Measurement and geometry		11	39%	26	27%
Statistics, data analysis, and probability		9	52%	39	41%
Algebra I	324	65	55%	143	44%
Number properties, operations, and linear equations		17	68%	132	41%
Graphing and systems of linear equations		14	56%	138	43%
Quadratics and polynomials		21	53%	150	46%
Functions and rational expressions		13	41%	154	48%
Geometry	315	65	73%	216	69%
Logic and geometric proofs		23	76%	210	67%
Volume and area formulas		11	72%	190	60%
Angle relationships, constructions, and lines		16	70%	191	61%
Trigonometry		15	72%	188	60%
Earth Science	109	60	57%	42	39%
Astronomy and cosmology		12	60%	37	34%
Solid earth		14	59%	44	40%
The Earth's energy		28	55%	42	39%
Investigation and experimentation		6	60%	43	39%
Biology	589	60	72%	429	73%
Cell biology		9	68%	382	65%
Genetics		18	74%	429	73%
Ecology and evolution		16	72%	453	77%
Physiology		11	74%	392	67%
Investigation and experimentation		6	71%	432	73%

STAR 2009 Group Performance

Ventura Unified

All Schools

White

Grade 9

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
World History	1	60	12%	0	0%
Development of modern political thought		13	0%	0	0%
Industrial expansion and Imperialism		10	20%	0	0%
Causes and effects of the 1st World War		14	21%	0	0%
Causes and effects of the 2nd World War		13	8%	0	0%
International developments in the Post WW II era		10	10%	0	0%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 10

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1469	75	68%	814	55%
Word Analysis and Vocabulary Development		8	75%	754	51%
Reading Comprehension		18	71%	777	53%
Literary Response and Analysis		16	65%	780	53%
Written Conventions		13	67%	700	48%
Writing Strategies		20	66%	816	56%
High School Math	8	65	84%	6	75%
Algebra I		18	85%	6	75%
Geometry		19	89%	6	75%
Algebra II		23	77%	6	75%
Probability and statistics		5	98%	8	100%
Algebra I	378	65	38%	35	9%
Number properties, operations, and linear equations		17	47%	48	13%
Graphing and systems of linear equations		14	35%	33	9%
Quadratics and polynomials		21	36%	50	13%
Functions and rational expressions		13	30%	72	19%
Integrated Math 1	5	65	39%	0	0%
Number properties, operations, and linear equations		15	60%	2	40%
Graphing		9	38%	0	0%
Quadratics and polynomials		14	33%	1	20%
Functions and rational expressions		7	37%	1	20%
Geometry		20	28%	0	0%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 10

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Geometry	555	65	50%	99	18%
Logic and geometric proofs		23	54%	98	18%
Volume and area formulas		11	46%	93	17%
Angle relationships, constructions, and lines		16	47%	107	19%
Trigonometry		15	49%	84	15%
Algebra II	482	65	63%	249	52%
Polynomials and rational expressions		19	71%	260	54%
Quadratics, conics, and complex numbers		16	57%	207	43%
Exponents and logarithms		16	63%	233	48%
Series, combinatorics, probability and statistics		14	59%	293	61%
Life Science	1452	60	65%	768	53%
Cell Biology		10	60%	857	59%
Genetics		12	56%	765	53%
Physiology		10	70%	714	49%
Ecology		11	68%	823	57%
Evolution		11	66%	767	53%
Investigation and experimentation		6	75%	873	60%
Earth Science	124	60	52%	34	27%
Astronomy and cosmology		12	55%	40	32%
Solid earth		14	52%	38	31%
The Earth's energy		28	50%	38	31%
Investigation and experimentation		6	54%	35	28%
Biology	465	60	52%	133	29%
Cell biology		9	47%	124	27%
Genetics		18	53%	143	31%
Ecology and evolution		16	51%	164	35%
Physiology		11	54%	150	32%
Investigation and experimentation		6	52%	176	38%
Chemistry	711	60	64%	310	44%
Atomic and molecular structure		8	64%	317	45%
Chemical bonds, biochemistry		9	71%	230	32%
Kinetics, thermodynamics		14	69%	298	42%
Chemical reactions		13	58%	278	39%
Conservation of matter and stoichiometry		10	60%	312	44%
Investigation and experimentation		6	68%	324	46%
Physics	30	60	44%	3	10%
Motion and forces		12	40%	3	10%
Conservation of energy and momentum		12	41%	4	13%
Heat and thermodynamics		9	49%	6	20%
Waves		10	51%	8	27%
Electric and magnetic phenomena		11	36%	5	17%
Investigation and experimentation		6	54%	6	20%
World History	1414	60	62%	695	49%
Development of modern political thought		13	63%	739	52%
Industrial expansion and imperialism		10	65%	587	42%
Causes and effects of the 1st World War		14	65%	731	52%
Causes and effects of the 2nd World War		13	59%	746	53%
International developments in the Post WW II era		10	56%	555	39%

STAR 2009 Group Performance

Ventura Unified

Grade 10

All Schools

Economically Disadvantaged

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	550	549	16	17			34			22	11	
Mathematics	2	2		50					50			
Algebra I	207	207	29			43			20		8	
Integrated 1 Mathematics	3	3	33			33				33		
Geometry	207	207	17			53			20		9	2
Algebra II	98	98	3	26		32			28		12	
Life Science	529	529	17	19		32			20		12	
Earth Science	79	79	33		18			33		10	6	
Biology/Life Sciences	227	227	18	26			36			16	4	
Chemistry	146	146	14	16			40			23	6	
Physics	12	12	8	33				50			8	
World History	508	508	28	19			25			19	11	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	546	75	58%	180	33%
Word Analysis and Vocabulary Development		8	65%	176	32%
Reading Comprehension		18	61%	181	33%
Literary Response and Analysis		16	55%	182	33%
Written Conventions		13	58%	155	28%
Writing Strategies		20	56%	188	34%
Algebra I	207	65	37%	17	8%
Number properties, operations, and linear equations		17	45%	22	11%
Graphing and systems of linear equations		14	34%	13	6%
Quadratics and polynomials		21	36%	27	13%
Functions and rational expressions		13	29%	39	19%
Integrated Math 1	3	65	38%	0	0%
Number properties, operations, and linear equations		15	62%	1	33%
Graphing		9	37%	0	0%
Quadratics and polynomials		14	26%	0	0%
Functions and rational expressions		7	38%	1	33%
Geometry		20	30%	0	0%
Geometry	207	65	45%	22	11%
Logic and geometric proofs		23	50%	23	11%
Volume and area formulas		11	40%	21	10%
Angle relationships, constructions, and lines		16	42%	25	12%
Trigonometry		15	44%	20	10%
Algebra II	98	65	59%	39	40%
Polynomials and rational expressions		19	68%	41	42%
Quadratics, conics, and complex numbers		16	53%	35	36%
Exponents and logarithms		16	59%	39	40%
Series, combinatorics, probability and statistics		14	53%	48	49%

STAR 2009 Group Performance

Ventura Unified

Grade 10

All Schools

Economically Disadvantaged

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Life Science	529	60	55%	166	31%
Cell Biology		10	51%	222	42%
Genetics		12	49%	197	37%
Physiology		10	59%	159	30%
Ecology		11	57%	193	36%
Evolution		11	55%	177	33%
Investigation and experimentation		6	66%	223	42%
Earth Science	79	60	47%	13	16%
Astronomy and cosmology		12	50%	19	24%
Solid earth		14	46%	17	22%
The Earth's energy		28	45%	15	19%
Investigation and experimentation		6	48%	16	20%
Biology	227	60	47%	46	20%
Cell biology		9	41%	44	19%
Genetics		18	50%	53	23%
Ecology and evolution		16	46%	59	26%
Physiology		11	49%	55	24%
Investigation and experimentation		6	46%	66	29%
Chemistry	146	60	58%	43	29%
Atomic and molecular structure		8	58%	53	36%
Chemical bonds, biochemistry		9	66%	42	29%
Kinetics, thermodynamics		14	62%	45	31%
Chemical reactions		13	52%	43	29%
Conservation of matter and stoichiometry		10	51%	47	32%
Investigation and experimentation		6	60%	49	34%
Physics	12	60	46%	1	8%
Motion and forces		12	40%	0	0%
Conservation of energy and momentum		12	42%	1	8%
Heat and thermodynamics		9	52%	3	25%
Waves		10	58%	3	25%
Electric and magnetic phenomena		11	38%	1	8%
Investigation and experimentation		6	50%	2	17%
World History	508	60	52%	149	29%
Development of modern political thought		13	54%	175	34%
Industrial expansion and imperialism		10	53%	115	23%
Causes and effects of the 1st World War		14	55%	165	32%
Causes and effects of the 2nd World War		13	48%	172	34%
International developments in the Post WW II era		10	47%	124	24%

STAR 2009 Group Performance

Ventura Unified

Grade 10

All Schools

Hispanic

California Standards Test Standard	Student Count	# Valid Scores	Percentage of Students in Each Performance Level									
			Far Below Basic	Below Basic	Basic	Proficient	Advanced					
			10	20	30	40	50	60	70	80	90	
English/Language Arts	578	577	15	16			35			24	10	
Mathematics	2	2		50					50			
Algebra I	216	216		29			44			18	8	
Integrated 1 Mathematics	3	3			67					33		
Geometry	224	224	16			54				17	11	3
Algebra II	108	108	6	25			31			32		6
Life Science	562	562	16	19			33			21	12	
Earth Science	73	73		36		21			33		7	4
Biology/Life Sciences	237	237	16		27			37		16	4	
Chemistry	175	175	15	15			47			18	5	
Physics	13	13		31		31			31		8	
World History	541	541		26		18		25		19	11	

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	575	75	59%	194	34%
Word Analysis and Vocabulary Development		8	66%	188	33%
Reading Comprehension		18	62%	186	32%
Literary Response and Analysis		16	55%	186	32%
Written Conventions		13	59%	173	30%
Writing Strategies		20	57%	200	35%
Algebra I	216	65	37%	19	9%
Number properties, operations, and linear equations		17	45%	25	12%
Graphing and systems of linear equations		14	34%	18	8%
Quadratics and polynomials		21	36%	29	13%
Functions and rational expressions		13	29%	39	18%
Integrated Math 1	3	65	30%	0	0%
Number properties, operations, and linear equations		15	40%	0	0%
Graphing		9	26%	0	0%
Quadratics and polynomials		14	24%	0	0%
Functions and rational expressions		7	29%	0	0%
Geometry		20	30%	0	0%
Geometry	224	65	46%	30	13%
Logic and geometric proofs		23	49%	29	13%
Volume and area formulas		11	42%	24	11%
Angle relationships, constructions, and lines		16	44%	36	16%
Trigonometry		15	45%	26	12%
Algebra II	108	65	57%	41	38%
Polynomials and rational expressions		19	67%	43	40%
Quadratics, conics, and complex numbers		16	50%	30	28%
Exponents and logarithms		16	57%	40	37%
Series, combinatorics, probability and statistics		14	52%	52	48%

STAR 2009 Group Performance

Ventura Unified

Grade 10

All Schools

Hispanic

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Life Science	562	60	56%	185	33%
Cell Biology		10	52%	240	43%
Genetics		12	49%	218	39%
Physiology		10	61%	190	34%
Ecology		11	58%	222	40%
Evolution		11	55%	186	33%
Investigation and experimentation		6	67%	251	45%
Earth Science	73	60	44%	8	11%
Astronomy and cosmology		12	48%	13	18%
Solid earth		14	44%	10	14%
The Earth's energy		28	42%	12	16%
Investigation and experimentation		6	47%	14	19%
Biology	237	60	47%	48	20%
Cell biology		9	42%	44	19%
Genetics		18	50%	55	23%
Ecology and evolution		16	47%	66	28%
Physiology		11	49%	57	24%
Investigation and experimentation		6	46%	67	28%
Chemistry	175	60	56%	40	23%
Atomic and molecular structure		8	56%	53	30%
Chemical bonds, biochemistry		9	63%	38	22%
Kinetics, thermodynamics		14	60%	37	21%
Chemical reactions		13	50%	39	22%
Conservation of matter and stoichiometry		10	50%	53	30%
Investigation and experimentation		6	58%	47	27%
Physics	13	60	40%	1	8%
Motion and forces		12	31%	0	0%
Conservation of energy and momentum		12	40%	2	15%
Heat and thermodynamics		9	43%	2	15%
Waves		10	49%	3	23%
Electric and magnetic phenomena		11	34%	2	15%
Investigation and experimentation		6	49%	2	15%
World History	541	60	52%	163	30%
Development of modern political thought		13	54%	184	34%
Industrial expansion and imperialism		10	55%	133	25%
Causes and effects of the 1st World War		14	56%	186	34%
Causes and effects of the 2nd World War		13	49%	181	33%
International developments in the Post WW II era		10	48%	137	25%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 10

California Standards Test			Percentage of Students in Each Performance Level											
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced							
			10	20	30	40	50	60	70	80	90			
English/Language Arts	732	730	6	5	19	33					38			
High School Mathematics	8	8	13		13	38					38			
Algebra I	135	135	22		39					28				10
Integrated 1 Mathematics	2	2				100								
Geometry	266	266	11		36				32				19	3
Algebra II	307	307	2	14		31			38					15
Life Science	727	727	6	5	22	30					37			
Earth Science	44	44	14	7	27			34					18	
Biology/Life Sciences	184	184	11	10		40			23				16	
Chemistry	439	439	4	11		35			33				16	
Physics	13	13	23	15			46					8	8	
World History	716	716	10	7	22		25				37			

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	729	75	75%	516	71%
Word Analysis and Vocabulary Development		8	81%	471	65%
Reading Comprehension		18	78%	495	68%
Literary Response and Analysis		16	71%	495	68%
Written Conventions		13	73%	439	60%
Writing Strategies		20	73%	501	69%
High School Math	8	65	84%	6	75%
Algebra I		18	85%	6	75%
Geometry		19	89%	6	75%
Algebra II		23	77%	6	75%
Probability and statistics		5	98%	8	100%
Algebra I	135	65	39%	14	10%
Number properties, operations, and linear equations		17	51%	21	16%
Graphing and systems of linear equations		14	36%	11	8%
Quadratics and polynomials		21	37%	18	13%
Functions and rational expressions		13	31%	27	20%
Integrated Math 1	2	65	52%	0	0%
Number properties, operations, and linear equations		15	90%	2	100%
Graphing		9	56%	0	0%
Quadratics and polynomials		14	46%	1	50%
Functions and rational expressions		7	50%	1	50%
Geometry		20	25%	0	0%
Geometry	266	65	53%	59	22%
Logic and geometric proofs		23	57%	58	22%
Volume and area formulas		11	50%	61	23%
Angle relationships, constructions, and lines		16	49%	58	22%
Trigonometry		15	52%	47	18%

STAR 2009 Group Performance

Ventura Unified

Grade 10

All Schools

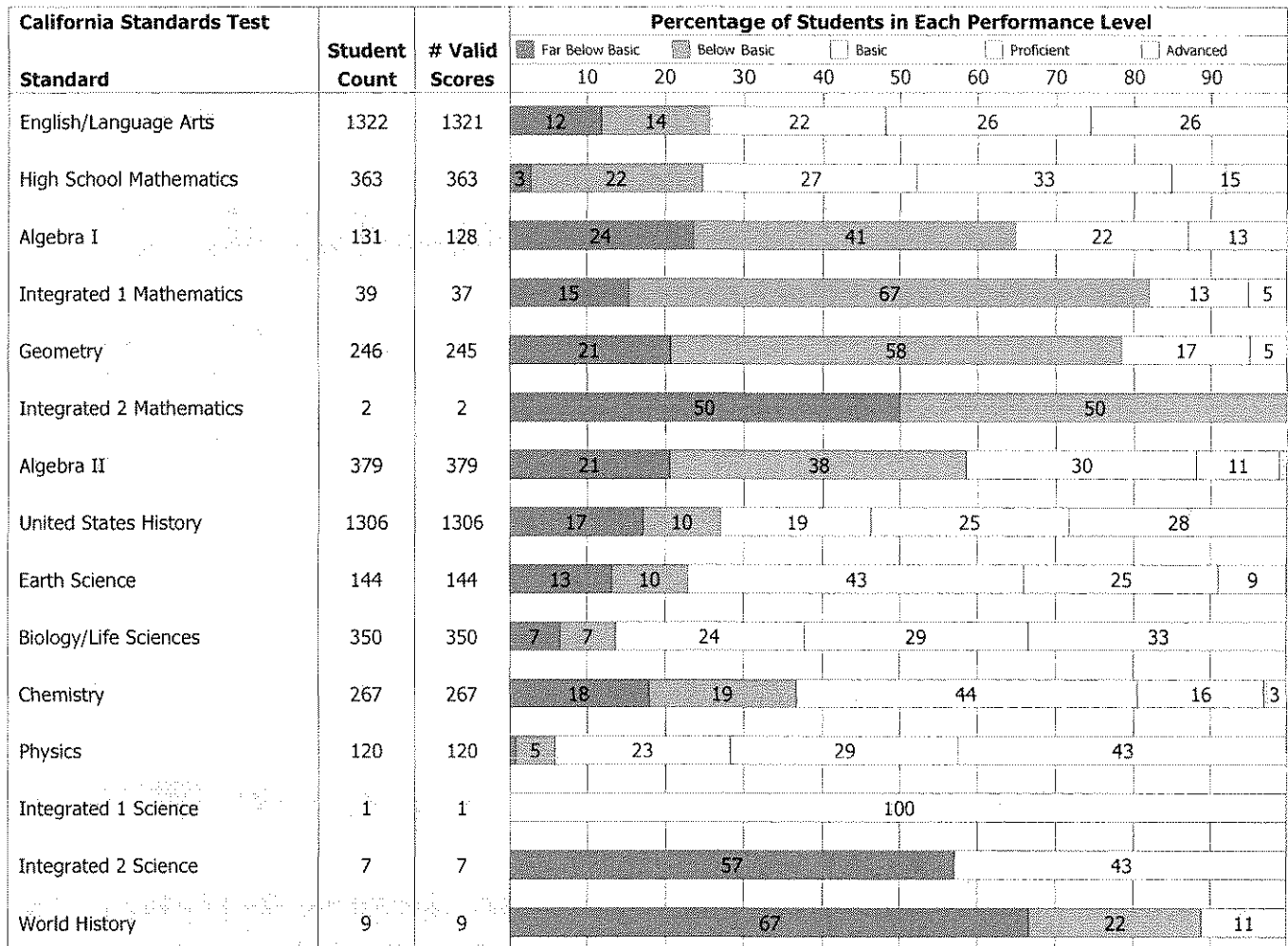
White

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Algebra II	307	65	64%	164	53%
Polynomials and rational expressions		19	72%	171	56%
Quadratics, conics, and complex numbers		16	58%	144	47%
Exponents and logarithms		16	64%	153	50%
Series, combinatorics, probability and statistics		14	60%	200	65%
Life Science	727	60	71%	488	67%
Cell Biology		10	66%	510	70%
Genetics		12	61%	455	63%
Physiology		10	76%	430	59%
Ecology		11	75%	505	69%
Evolution		11	74%	490	67%
Investigation and experimentation		6	81%	515	71%
Earth Science	44	60	64%	23	52%
Astronomy and cosmology		12	70%	25	57%
Solid earth		14	65%	24	55%
The Earth's energy		28	60%	23	52%
Investigation and experimentation		6	66%	18	41%
Biology	184	60	57%	71	39%
Cell biology		9	53%	63	34%
Genetics		18	57%	72	39%
Ecology and evolution		16	57%	84	46%
Physiology		11	62%	80	43%
Investigation and experimentation		6	59%	93	51%
Chemistry	439	60	67%	216	49%
Atomic and molecular structure		8	66%	211	48%
Chemical bonds, biochemistry		9	73%	153	35%
Kinetics, thermodynamics		14	71%	211	48%
Chemical reactions		13	60%	187	43%
Conservation of matter and stoichiometry		10	62%	209	48%
Investigation and experimentation		6	72%	226	51%
Physics	13	60	49%	2	15%
Motion and forces		12	47%	2	15%
Conservation of energy and momentum		12	44%	2	15%
Heat and thermodynamics		9	56%	4	31%
Waves		10	57%	4	31%
Electric and magnetic phenomena		11	41%	3	23%
Investigation and experimentation		6	62%	4	31%
World History	716	60	68%	440	61%
Development of modern political thought		13	70%	463	65%
Industrial expansion and imperialism		10	72%	379	53%
Causes and effects of the 1st World War		14	71%	452	63%
Causes and effects of the 2nd World War		13	65%	470	66%
International developments in the Post WW II era		10	62%	353	49%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 11



California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	1321	75	65%	686	52%
Word Analysis and Vocabulary Development		8	66%	659	50%
Reading Comprehension		19	65%	609	46%
Literary Response and Analysis		17	65%	680	51%
Written Conventions		9	69%	701	53%
Writing Strategies		22	65%	628	48%
High School Math	363	65	71%	174	48%
Algebra I		18	75%	163	45%
Geometry		19	75%	199	55%
Algebra II		23	68%	167	46%
Probability and statistics		5	59%	153	42%
Algebra I	128	65	40%	17	13%
Number properties, operations, and linear equations		17	50%	16	13%
Graphing and systems of linear equations		14	40%	20	16%
Quadratics and polynomials		21	37%	20	16%
Functions and rational expressions		13	31%	26	20%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 11

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Integrated Math 1	37	65	38%	2	5%
Number properties, operations, and linear equations		15	56%	3	8%
Graphing		9	37%	6	16%
Quadratics and polynomials		14	32%	1	3%
Functions and rational expressions		7	27%	4	11%
Geometry		20	32%	5	14%
Geometry	245	65	41%	12	5%
Logic and geometric proofs		23	46%	14	6%
Volume and area formulas		11	35%	12	5%
Angle relationships, constructions, and lines		16	39%	10	4%
Trigonometry		15	40%	12	5%
Integrated Math 2	2	65	26%	0	0%
Algebra I		20	28%	0	0%
Logic and geometric proofs		22	25%	0	0%
Angle relationships, constructions, and lines		8	25%	0	0%
Trigonometry		10	30%	0	0%
Algebra II / probability and statistics		5	20%	0	0%
Algebra II	379	65	45%	45	12%
Polynomials and rational expressions		19	54%	64	17%
Quadratics, conics, and complex numbers		16	40%	49	13%
Exponents and logarithms		16	42%	49	13%
Series, combinatorics, probability and statistics		14	43%	108	28%
United States History	1306	60	64%	702	54%
Foundations of American political and social thought		10	63%	653	50%
Industrialization and the U.S. as a world power		13	63%	680	52%
United States between the World Wars		12	66%	654	50%
World War II and foreign affairs		12	65%	775	59%
Post World War II domestic issues		13	64%	733	56%
Earth Science	144	60	58%	49	34%
Astronomy and cosmology		12	63%	53	37%
Solid earth		14	56%	52	36%
The Earth's energy		28	55%	56	39%
Investigation and experimentation		6	65%	57	40%
Biology	350	60	68%	218	62%
Cell biology		9	63%	191	55%
Genetics		18	69%	214	61%
Ecology and evolution		16	64%	218	62%
Physiology		11	73%	234	67%
Investigation and experimentation		6	70%	252	72%
Chemistry	267	60	53%	52	19%
Atomic and molecular structure		8	53%	64	24%
Chemical bonds, biochemistry		9	61%	43	16%
Kinetics, thermodynamics		14	57%	59	22%
Chemical reactions		13	47%	54	20%
Conservation of matter and stoichiometry		10	48%	55	21%
Investigation and experimentation		6	54%	59	22%
Physics	120	60	72%	86	72%
Motion and forces		12	68%	76	63%
Conservation of energy and momentum		12	73%	88	73%
Heat and thermodynamics		9	76%	72	60%
Waves		10	72%	80	67%
Electric and magnetic phenomena		11	70%	87	73%
Investigation and experimentation		6	78%	74	62%
Integrated Science 1	1	60	50%	0	0%
Biology / life sciences		10	70%	0	0%
Chemistry		15	53%	0	0%
Earth sciences		17	59%	0	0%
Physics		12	33%	0	0%
Investigation and experimentation		6	17%	0	0%

STAR 2009 Group Performance

Ventura Unified
All Schools

Grade 11

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Integrated Science 2	7	60	31%	0	0%
Biology / life sciences		15	39%	1	14%
Chemistry		6	24%	0	0%
Earth sciences		15	32%	0	0%
Physics		18	27%	0	0%
Investigation and experimentation		6	31%	0	0%
World History	9	60	29%	1	11%
Development of modern political thought		13	26%	1	11%
Industrial expansion and imperialism		10	33%	1	11%
Causes and effects of the 1st World War		14	34%	1	11%
Causes and effects of the 2nd World War		13	28%	0	0%
International developments in the Post WW II era		10	24%	1	11%

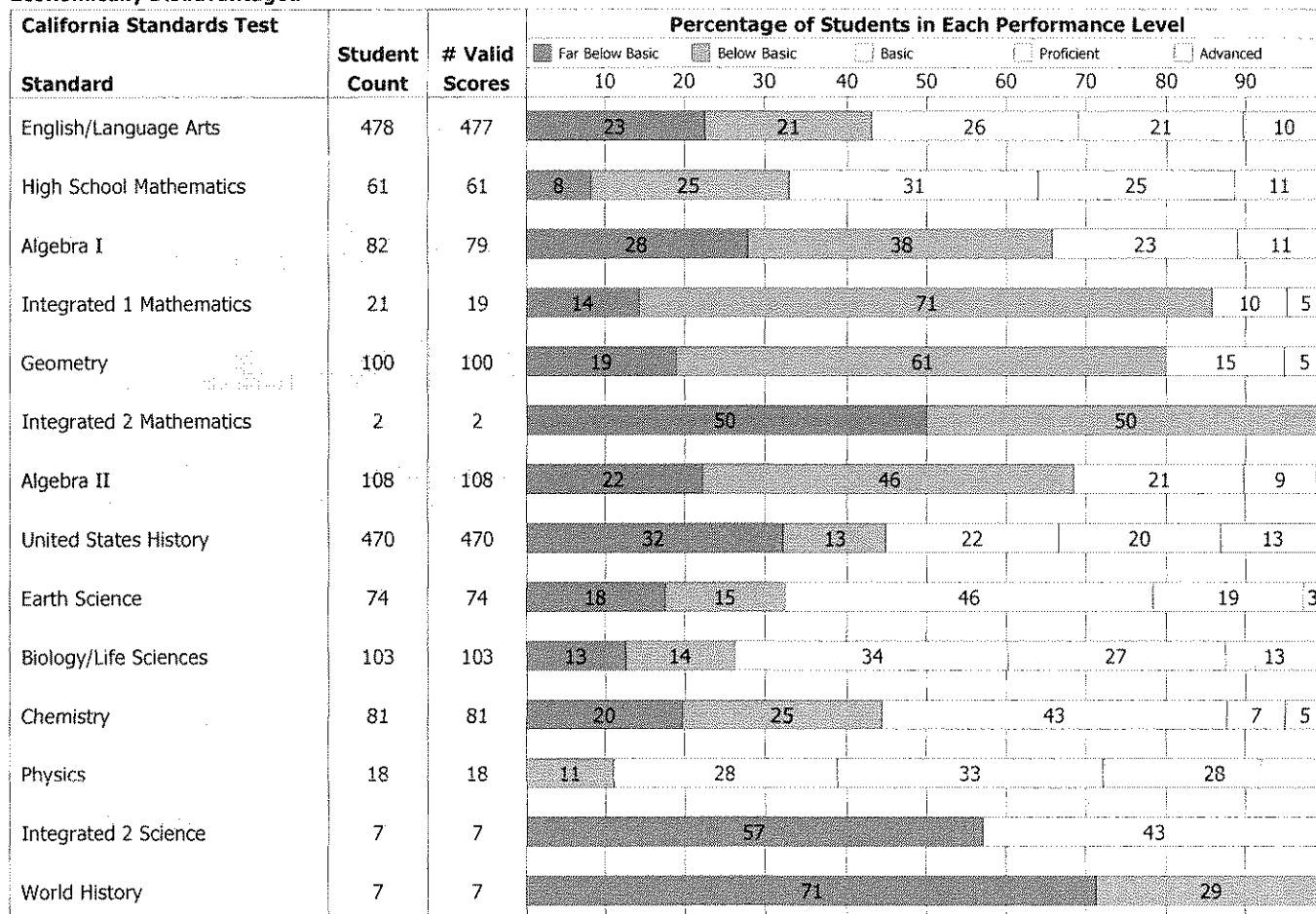
STAR 2009 Group Performance

Ventura Unified

Grade 11

All Schools

Economically Disadvantaged



California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	477	75	55%	148	31%
Word Analysis and Vocabulary Development		8	56%	168	35%
Reading Comprehension		19	56%	135	28%
Literary Response and Analysis		17	56%	165	35%
Written Conventions		9	57%	156	33%
Writing Strategies		22	54%	137	29%
High School Math	61	65	66%	22	36%
Algebra I		18	70%	23	38%
Geometry		19	68%	28	46%
Algebra II		23	65%	23	38%
Probability and statistics		5	46%	13	21%
Algebra I	79	65	39%	9	11%
Number properties, operations, and linear equations		17	48%	8	10%
Graphing and systems of linear equations		14	40%	9	11%
Quadratics and polynomials		21	37%	11	14%
Functions and rational expressions		13	30%	18	23%
Integrated Math 1	19	65	37%	1	5%
Number properties, operations, and linear equations		15	55%	2	11%
Graphing		9	37%	2	11%
Quadratics and polynomials		14	34%	1	5%
Functions and rational expressions		7	25%	2	11%
Geometry		20	29%	2	11%

STAR 2009 Group Performance

Ventura Unified

Grade 11

All Schools

Economically Disadvantaged

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Geometry	100	65	41%	5	5%
Logic and geometric proofs		23	46%	7	7%
Volume and area formulas		11	34%	7	7%
Angle relationships, constructions, and lines		16	40%	4	4%
Trigonometry		15	39%	2	2%
Integrated Math 2	2	65	26%	0	0%
Algebra I		20	28%	0	0%
Logic and geometric proofs		22	25%	0	0%
Angle relationships, constructions, and lines		8	25%	0	0%
Trigonometry		10	30%	0	0%
Algebra II / probability and statistics		5	20%	0	0%
Algebra II	108	65	43%	11	10%
Polynomials and rational expressions		19	53%	12	11%
Quadratics, conics, and complex numbers		16	37%	9	8%
Exponents and logarithms		16	39%	12	11%
Series, combinatorics, probability and statistics		14	41%	27	25%
United States History	470	60	54%	157	33%
Foundations of American political and social thought		10	53%	147	31%
Industrialization and the U.S. as a world power		13	53%	161	34%
United States between the World Wars		12	56%	154	33%
World War II and foreign affairs		12	54%	192	41%
Post World War II domestic issues		13	53%	178	38%
Earth Science	74	60	52%	16	22%
Astronomy and cosmology		12	57%	21	28%
Solid earth		14	51%	16	22%
The Earth's energy		28	49%	23	31%
Investigation and experimentation		6	56%	21	28%
Biology	103	60	57%	41	40%
Cell biology		9	50%	31	30%
Genetics		18	59%	40	39%
Ecology and evolution		16	55%	42	41%
Physiology		11	62%	51	50%
Investigation and experimentation		6	57%	54	52%
Chemistry	81	60	50%	10	12%
Atomic and molecular structure		8	49%	14	17%
Chemical bonds, biochemistry		9	57%	9	11%
Kinetics, thermodynamics		14	55%	12	15%
Chemical reactions		13	44%	15	19%
Conservation of matter and stoichiometry		10	46%	15	19%
Investigation and experimentation		6	48%	11	14%
Physics	18	60	65%	11	61%
Motion and forces		12	55%	6	33%
Conservation of energy and momentum		12	66%	11	61%
Heat and thermodynamics		9	67%	9	50%
Waves		10	63%	8	44%
Electric and magnetic phenomena		11	64%	12	67%
Investigation and experimentation		6	80%	14	78%
Integrated Science 2	7	60	31%	0	0%
Biology / life sciences		15	39%	1	14%
Chemistry		6	24%	0	0%
Earth sciences		15	32%	0	0%
Physics		18	27%	0	0%
Investigation and experimentation		6	31%	0	0%
World History	7	60	26%	0	0%
Development of modern political thought		13	19%	0	0%
Industrial expansion and imperialism		10	29%	0	0%
Causes and effects of the 1st World War		14	34%	0	0%
Causes and effects of the 2nd World War		13	27%	0	0%
International developments in the Post WW II era		10	20%	0	0%

STAR 2009 Group Performance

Ventura Unified

All Schools

Hispanic

Grade 11

California Standards Test			Percentage of Students in Each Performance Level														
Standard	Student Count	# Valid Scores	Far Below Basic	Below Basic	Basic	Proficient	Advanced										
			10	20	30	40	50	60	70	80	90						
English/Language Arts	490	489	19	20	25	24	12										
High School Mathematics	88	88	6	28	36	23	7										
Algebra I	81	78	22	40	27	11											
Integrated 1 Mathematics	23	22	9	74	13	4											
Geometry	103	103	22	55	20												
Integrated 2 Mathematics	2	2	50	50													
Algebra II	121	121	23	43	28	6											
United States History	486	486	27	13	24	21	14										
Earth Science	72	72	17	13	49	21											
Biology/Life Sciences	124	124	10	11	40	26	13										
Chemistry	96	96	19	23	48	10											
Physics	21	21	10	38	29	24											
Integrated 2 Science	7	7	57	43													
World History	2	2	50	50													

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	489	75	58%	177	36%
Word Analysis and Vocabulary Development		8	59%	187	38%
Reading Comprehension		19	58%	150	31%
Literary Response and Analysis		17	57%	180	37%
Written Conventions		9	59%	182	37%
Writing Strategies		22	56%	163	33%
High School Math	88	65	64%	26	30%
Algebra I		18	69%	26	30%
Geometry		19	68%	37	42%
Algebra II		23	62%	29	33%
Probability and statistics		5	44%	21	24%
Algebra I	78	65	41%	9	12%
Number properties, operations, and linear equations		17	51%	8	10%
Graphing and systems of linear equations		14	42%	11	14%
Quadratics and polynomials		21	37%	12	15%
Functions and rational expressions		13	31%	18	23%
Integrated Math 1	22	65	38%	1	5%
Number properties, operations, and linear equations		15	57%	2	9%
Graphing		9	36%	3	14%
Quadratics and polynomials		14	34%	1	5%
Functions and rational expressions		7	27%	2	9%
Geometry		20	30%	3	14%

STAR 2009 Group Performance

Ventura Unified

Grade 11

All Schools

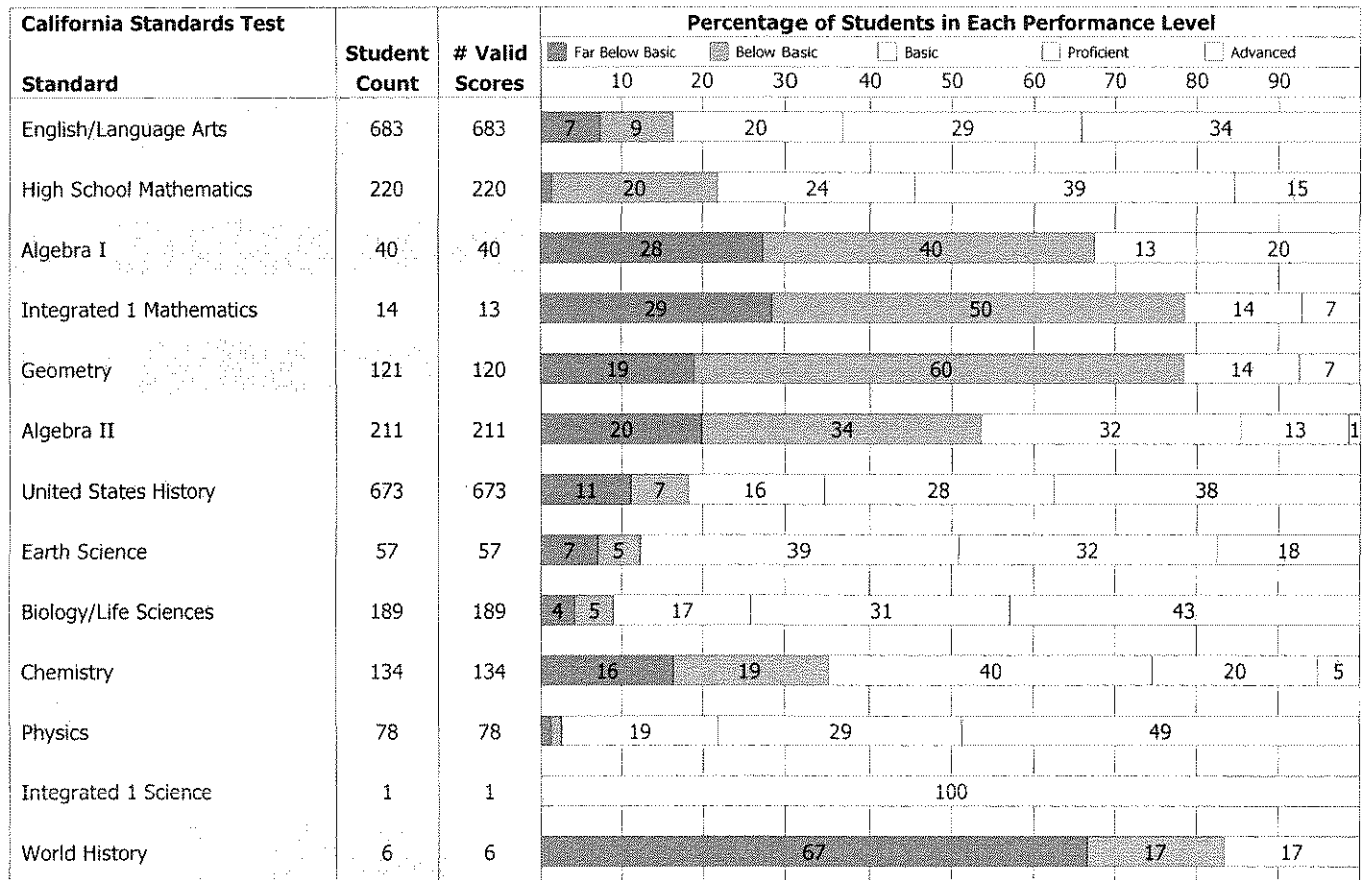
Hispanic

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Geometry	103	65	40%	2	2%
Logic and geometric proofs		23	44%	4	4%
Volume and area formulas		11	35%	4	4%
Angle relationships, constructions, and lines		16	39%	2	2%
Trigonometry		15	40%	1	1%
Integrated Math 2	2	65	26%	0	0%
Algebra I		20	28%	0	0%
Logic and geometric proofs		22	25%	0	0%
Angle relationships, constructions, and lines		8	25%	0	0%
Trigonometry		10	30%	0	0%
Algebra II / probability and statistics		5	20%	0	0%
Algebra II	121	65	43%	7	6%
Polynomials and rational expressions		19	53%	11	9%
Quadratics, conics, and complex numbers		16	36%	10	8%
Exponents and logarithms		16	41%	11	9%
Series, combinatorics, probability and statistics		14	39%	23	19%
United States History	486	60	56%	173	36%
Foundations of American political and social thought		10	54%	154	32%
Industrialization and the U.S. as a world power		13	55%	174	36%
United States between the World Wars		12	58%	169	35%
World War II and foreign affairs		12	57%	229	47%
Post World War II domestic issues		13	56%	206	42%
Earth Science	72	60	53%	16	22%
Astronomy and cosmology		12	58%	21	29%
Solid earth		14	53%	18	25%
The Earth's energy		28	50%	18	25%
Investigation and experimentation		6	61%	24	33%
Biology	124	60	58%	48	39%
Cell biology		9	52%	44	35%
Genetics		18	59%	50	40%
Ecology and evolution		16	55%	52	42%
Physiology		11	64%	63	51%
Investigation and experimentation		6	61%	74	60%
Chemistry	96	60	50%	10	10%
Atomic and molecular structure		8	48%	15	16%
Chemical bonds, biochemistry		9	57%	13	14%
Kinetics, thermodynamics		14	54%	14	15%
Chemical reactions		13	46%	18	19%
Conservation of matter and stoichiometry		10	46%	15	16%
Investigation and experimentation		6	51%	18	19%
Physics	21	60	64%	11	52%
Motion and forces		12	58%	9	43%
Conservation of energy and momentum		12	63%	13	62%
Heat and thermodynamics		9	65%	7	33%
Waves		10	66%	11	52%
Electric and magnetic phenomena		11	64%	13	62%
Investigation and experimentation		6	69%	10	48%
Integrated Science 2	7	60	31%	0	0%
Biology / life sciences		15	39%	1	14%
Chemistry		6	24%	0	0%
Earth sciences		15	32%	0	0%
Physics		18	27%	0	0%
Investigation and experimentation		6	31%	0	0%
World History	2	60	24%	0	0%
Development of modern political thought		13	27%	0	0%
Industrial expansion and imperialism		10	30%	0	0%
Causes and effects of the 1st World War		14	29%	0	0%
Causes and effects of the 2nd World War		13	23%	0	0%
International developments in the Post WW II era		10	10%	0	0%

STAR 2009 Group Performance

Ventura Unified
All Schools
White

Grade 11



California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Language Arts	683	75	71%	432	63%
Word Analysis and Vocabulary Development		8	70%	398	58%
Reading Comprehension		19	71%	388	57%
Literary Response and Analysis		17	70%	420	61%
Written Conventions		9	75%	436	64%
Writing Strategies		22	71%	400	59%
High School Math	220	65	74%	120	55%
Algebra I		18	78%	111	50%
Geometry		19	77%	131	60%
Algebra II		23	69%	110	50%
Probability and statistics		5	63%	102	46%
Algebra I	40	65	40%	8	20%
Number properties, operations, and linear equations		17	49%	8	20%
Graphing and systems of linear equations		14	38%	9	23%
Quadratics and polynomials		21	38%	7	18%
Functions and rational expressions		13	31%	8	20%
Integrated Math 1	13	65	38%	1	8%
Number properties, operations, and linear equations		15	55%	1	8%
Graphing		9	40%	3	23%
Quadratics and polynomials		14	27%	0	0%
Functions and rational expressions		7	29%	2	15%
Geometry		20	36%	2	15%

STAR 2009 Group Performance

Ventura Unified

Grade 11

All Schools

White

California Standards Test Standards and Component Scores	# Valid Scores	# of Ques.	Avg % Correct	Proficient Count	Percent of Students Achieving Proficiency
Geometry	120	65	42%	9	8%
Logic and geometric proofs		23	47%	9	8%
Volume and area formulas		11	36%	7	6%
Angle relationships, constructions, and lines		16	39%	8	7%
Trigonometry		15	41%	9	8%
Algebra II	211	65	47%	31	15%
Polynomials and rational expressions		19	54%	43	20%
Quadratics, conics, and complex numbers		16	42%	32	15%
Exponents and logarithms		16	44%	33	16%
Series, combinatorics, probability and statistics		14	46%	73	35%
United States History	673	60	70%	441	66%
Foundations of American political and social thought		10	70%	424	63%
Industrialization and the U.S. as a world power		13	69%	421	63%
United States between the World Wars		12	72%	406	60%
World War II and foreign affairs		12	70%	451	67%
Post World War II domestic issues		13	69%	439	65%
Earth Science	57	60	64%	28	49%
Astronomy and cosmology		12	70%	28	49%
Solid earth		14	61%	28	49%
The Earth's energy		28	62%	32	56%
Investigation and experimentation		6	69%	26	46%
Biology	189	60	72%	140	74%
Cell biology		9	69%	121	64%
Genetics		18	74%	138	73%
Ecology and evolution		16	69%	138	73%
Physiology		11	77%	142	75%
Investigation and experimentation		6	75%	148	78%
Chemistry	134	60	55%	34	25%
Atomic and molecular structure		8	56%	37	28%
Chemical bonds, biochemistry		9	63%	27	20%
Kinetics, thermodynamics		14	60%	36	27%
Chemical reactions		13	49%	30	22%
Conservation of matter and stoichiometry		10	49%	33	25%
Investigation and experimentation		6	55%	30	22%
Physics	78	60	75%	61	78%
Motion and forces		12	71%	56	72%
Conservation of energy and momentum		12	76%	62	79%
Heat and thermodynamics		9	80%	53	68%
Waves		10	74%	55	71%
Electric and magnetic phenomena		11	72%	62	79%
Investigation and experimentation		6	80%	51	65%
Integrated Science 1	1	60	50%	0	0%
Biology / life sciences		10	70%	0	0%
Chemistry		15	53%	0	0%
Earth sciences		17	59%	0	0%
Physics		12	33%	0	0%
Investigation and experimentation		6	17%	0	0%
World History	6	60	32%	1	17%
Development of modern political thought		13	26%	1	17%
Industrial expansion and imperialism		10	35%	1	17%
Causes and effects of the 1st World War		14	39%	1	17%
Causes and effects of the 2nd World War		13	29%	0	0%
International developments in the Post WW II era		10	32%	1	17%

APPENDIX H

**Ventura Unified School District
Title III Improvement Plan Addendum
April, 2010**

1A. Analysis of Data and Problems found

AMAO's - The Ventura Unified School District has consistently met both AMAO 1 and 2. The district has also met AMAO 3 in mathematics for English Learners every year until 2008-09. The district did not meet AMAO 3 in English Language Arts for English Learners for two years in a row, 2007-08 and 2008-09.

CELDT Analysis – VUSD English Learners exceed the state averages for percentage of students meeting growth targets at the Intermediate, Early Advanced and Advanced levels. The district is slightly below the state growth target averages for students at the Beginning and Early Intermediate levels. The district's overall profile indicates that the largest group of English Learners are at the Intermediate Level (36%) followed by ELs at the Early Advanced or Advanced level (34%). When we review EL students for reclassification who have met both the CELDT and CST/CAHSEE targets, we find that nearly 50% of the high school students' grades do not place them on-track for graduation and they are therefore ineligible for reclassification. This results in a substantial number of EL students not reclassified at the EA and ADV levels.

Enrollment History - Considering English Learners at all grade levels, 34% have been in US schools for 6 or more years. 57% have been enrolled in our district for 3 years or less. Further analysis indicates that 77% of our secondary level English Learners are considered "Long Term English Learners" and have been enrolled in U.S. schools for six or more years. 79% of our EL population in secondary schools entered U.S. schools in kindergarten or first grade.

CST - A grade-by-grade review of EL performance on the CST in ELA and Math in comparison to the district overall average produced some important information:

- Whereas scores for the general population drop by 6% in ELA and 11% in Math between 5th and 6th grades, the EL scores drop by 25% in ELA and 31% in Math at the same grades. This means that in the 6th grade only 11% of the English Learners achieved proficiency in ELA and 17% in Math. For EL students, these proficiency levels remain very low throughout the secondary level with their lowest performance at 10th grade with 6% achieving proficiency in ELA and 4% achieving proficiency in Algebra I and Geometry.
- English Learner placement in Algebra at 8th grade is also very low, approximately one quarter of the EL 8th graders were enrolled in Algebra I compared to almost half of the general population.

In reviewing Intermediate CELDT level English Learners' performance on the CST ELA and Math in Spring, 2009, there is a drop in performance beginning at grade 6 and continuing through grade 8. For CELDT-proficient students their performance is stronger but there is still a decrease in performance in both ELA and Math that starts in the 5th grade.

Reclassified students – It is important to include former EL students (reclassified) when considering EL data. At the high school level, these high-performing RFEP students represent almost one quarter of the combined EL + RFEP group, and this number is growing. In 2005 VUSD reclassified 159 students. In 2010 that number grew to 270 students reclassified as RFEP. Reclassified students show relatively strong performance at all grade levels. Overall 70% of the RFEP students perform at the Proficient and Advanced levels in ELA and Math.

CAHSEE – Data confirm that it may take at least 6 years of U.S. schooling for EL students to become proficient enough to pass the CAHSEE. The passing rate for math (56%) is stronger than the rate for ELA (45%). The proficiency rates on the CAHSEE (8% for ELA and 17% for Math) are much lower than the passing rates in both subjects.

1B. Strengths and weaknesses of current VUSD plan for English Learners

Instructional Program Implementation

Strengths:

VUSD is currently implementing a district-wide English Learner Master Plan approved by the Board of Education in 2007 that provides direction for program design, implementation, evaluation, parent involvement and compliance. District staff and resources are coordinated at the district level to ensure that the program is fully implemented. These resources start with our superintendent of schools and include our district administrative leadership team, fully qualified teachers assigned to provide EL instruction, para-educators and home-school liaisons at many sites, early childhood education programs throughout VUSD, ELD curriculum adopted at all grade levels, district bilingual ELD teacher specialist, English Learner liaisons for each school site that meet regularly with district bilingual programs director, reading safety net intervention in Spanish at some sites for EL students in first and second, district language arts specialist and literacy coach to support implementation of language arts curriculum, secondary English teacher representatives developing high school language arts benchmark assessments, intervention programs in place district-wide during the school day and before/after school, district math specialists, math liaisons for each grade level, technology support teachers with expertise in EL instruction, Ventura Adult and Continuing Education, district translation support, EL Catch-Up Plan routine conversations with counselors for EL students not meeting annual expectations at grades 6 – 12, motivational power-point presentations to encourage EL students for CELDT, CST, CAHSEE, Multilingual Seal and Reclassification; Multilingual Recognition Seal for VUSD high school graduates, the School City data analysis program available on all district computers, frequent classroom walk-through visits by administrative team and regular compliance readiness reviews conducted by the Bilingual Education Programs Department.

Areas for Growth:

- o Better continuity between Preschool and Kindergarten
- o District-wide Literacy Assessment Program (Grades K-12) better aligned with CST to include universal screening
- o Maintain EL progress towards annual expectations at grades 4 and 5 to prevent “Long Term EL’s” before they start
- o ELD and ELA courses for Intermediate students at the middle school level
- o Restructuring of De Anza Middle School into a new magnet middle school program, “De Anza Academy for Technology and the Arts”
- o Early intervention needed for elementary EL students who have not met annual CELDT expectations for more than 3 years
- o Spanish language development for students who enter school with limited primary language skills

Instructional Strategies

Strengths

- K-5 Houghton Mifflin core curriculum available in English and Spanish – Handbook for English Learners
- K-5 Systematic ELD approach and regular ADEPT assessments
- Most core curriculum available in both English and Spanish
- SDAIE strategies are becoming more commonly used in high school content courses, including the use of document cameras and increased student participation
- Appropriate curriculum and placement for high school ELD and Language Arts courses for EL students

- Primary Language Instruction and support (pre-K-12)
- RtI Model – emphasis district-wide on student success in Tier I and appropriate interventions in Tier II.
- California Standards for the Teaching Profession (CSTP) as a basis for BTSA preparation and principals' ongoing training
- Direct Instruction emphasized and reinforced at grades K-12
- Professional Learning Communities/Grade Level Collaboration/banking time available in some format at most schools
- Use of data to inform instruction is facilitated district-wide through the new School City program
- Standards-based math curriculum in place
- Dual language programs now offered at grades K-12
- Bilingual pre-school programs designed to interface with kindergarten programs for English Learners
- Training for parents to support curriculum at home (K-12)

Areas for Growth

1. ELD/ELA classes for middle school EL students at various CELDT proficiency levels.
2. Middle school focus on Intermediate EL students for appropriate instruction in ELD and ELA with strategic and interventions, as needed.
3. Placement and success of 8th grade English Learners in Algebra I
4. District grading policy to ensure that grading practices promote learning and motivation for success, consistent with research and best practices
5. District-wide use of academic language from the content areas and the CST
6. High School Language Arts Benchmarks
7. District-wide implementation of RtI model
8. Purchase and implementation of newly adopted middle school ELD/ELA curriculum – *Inside* from Hampton Brown. Including pacing guides and assessment tools.
9. Emphasis on 4th and 5th grade EL student progress towards VUSD Annual Expectations for English Learners and reclassification.
10. Increased monitoring at all grade levels to ensure full implementation of district-adopted core curriculum for ELD and English Language Arts for EL students.
11. Assuring full implementation and use of grade level core curriculum to provide access to core standards and increase practice with informational text, critical thinking, digital media and academic vocabulary for EL students

Professional Development

Strengths:

- CSTP Principals' Training provides a bridge to district implementation of RtI model
- Math and EL Liaisons participate in ongoing professional development networks lead by district specialists
- ELA, Math, ELD, Technology and Foreign Language teacher specialists serve as coaches and advisors to teachers in regular and special education program
- District resources are provided to offer Systematic ELD, ADEPT, and Focused Approach to Houghton Mifflin training and follow-up support to K-5 teachers
- District ELD teacher specialist is authorized to provide Systematic ELD, ADEPT and Focused Approach training
- AB 472 *Edge* training for VUSD high school teachers implementing *Edge* curriculum provided on site
- *Inside* pilot training for middle school teachers
- Ongoing coaching in ELD program implementation for secondary teachers and principals from district consultant

- Paraeducators participate in district training series for EL program and have opportunities to pursue teaching credentials through Wildman Paraeducator Program offered through Ventura County Office of Education (VCOE)
- VUSD staff participate in VCOE RtI series, state and local conferences for EL strategies, AVID, migrant education, technology
- Ventura Adult and Continuing Education (VACE) offers Spanish for educators series, free to VUSD staff and community members

Areas for Growth

1. Initiatives to improve literacy levels for more 4th and 5th grade English Learners
2. Incorporating practice using academic words in simple sentences across all content areas for English Learners
3. Implementing newly-adopted standards-based math curriculum at grades K-8
4. Additional training to fully utilize School City tools
5. Continued Systematic ELD, ADEPT and Focused Approach training (K-5)
6. Strategies to teach academic language at all grade levels
7. Training for middle school ELD and ELA teachers to fully implement new *Inside* curriculum
8. Utilizing technology to enhance instruction and engage students – middle school focus
9. Clarification of what ELD looks like in classrooms at different level

Parent participation

Strengths:

Connect Ed is used to provide bilingual phone contact to all VUSD families on a regular basis. ELAC and DELAC meetings are well-attended and actively advise school and district planning. Family Centers at Sheridan Way, De Anza and Pacific High School provide centralized services for VUSD families. VACE provides ESL, GED, Citizenship and many other classes throughout our community. Schools offer Family Math Nights and many other bilingual evening events to introduce curriculum and ways parents can help at home. VUSD has a Family School Community partnership committee to increase parent involvement at all levels. Montalvo Elementary and De Anza Middle School offer the PIQE (Parent Institute for Quality Education) program to large numbers of English and Spanish-speaking families. Early childhood education teachers are bilingual and provide personal connections for parents and families of preschool students. The Play and Learn Program for one to four-year olds gets parents involved in education early on. The June Story Fest event at district office outreaches to Spanish speaking families by providing free shuttle service. Translation support is provided at all parent conferences.

Areas for Growth

1. Continue to expand PIQE program
2. Continue to provide parent training in ways to support children's language and academic achievement.
3. Expand Spanish-speaking parent involvement in community and school-related activities (such as art mentor program at the elementary level)

C. Identify and describe factors contributing to failure to meet AMAO 3

High School Level – Restructured ELD/ELA program is in second year and showing positive results. More time and support required for full impact.

Secondary Level – Low student grades prevent many students from being reclassified as fluent English proficient. District grading and homework practices may not consistently support learning and student motivation.

Middle School Level - ELD/ELA program for ELs at the Intermediate and Early Advanced levels is inadequate in terms of course offerings, materials, teacher training, student placement, and strategic and intensive interventions offered.

Elementary and Middle School Levels – Ongoing district support needed to fully implement newly-adopted standards based math curriculum and prepare for increased participation of EL students in 8th grade Algebra.

Grades 4-8 – Insufficient student awareness and motivation regarding CELDT and CST performance

Grade 6 – Drop in achievement in both ELA and Math when students transition to middle school

Grades 4 & 5 – Many English Learners do not meet VUSD annual expectations for EL students in ELA

Grades K-12 – District-wide assessment routines may not fully support student achievement of California academic standards and may not identify students early for intervention/differentiation

More consistent intervention/differentiation support needed at the elementary level

Preschool to K – Better articulation between preschool programs and kindergarten needed to maximize student learning through consistent programs for English Learners

District-wide – Teachers request direction, professional development and materials to better teach academic language

Parent Involvement – Expansion of PIQE program needed to involve more families

D. Conclusions to inform program modifications - From the quantitative and qualitative data we reviewed and the contributing factors that we have identified, the Title III advisory team in the VUSD recommends five priorities to improve English Learner performance on AMAO 3:

1. Fully implement the district's ELD/ELA programs for English Learners at all grade spans and CELDT levels, with increased emphasis on Intermediate CELDT level students at middle schools. This includes curriculum, professional development, assessment, placement, student awareness and monitoring.
2. Establish district-wide assessment routines to monitor and promote learning of California standards in Language Arts and Math consistent with the district's RtI model.
3. Emphasize academic language instruction beginning at the elementary level, with a specific focus on 4th and 5th grades, to overcome the "4th grade slump", promote reclassification by 6th grade and prevent students from falling into the "Long Term EL" category after 5-7 years of instruction.
4. Provide better articulation between preschool and K and between 5th and 6th grade to maximize student learning and prevent slippage.
5. Expand the PIQE Program to involve more EL parents district-wide.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>This area is not described because VUSD students have consistently met AMAO 1 and 2.</p>				
<p>3. Scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3; ELSSA)</p> <p>a. 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.</p> <p>b. <i>Inside</i> curriculum will be purchased and provided to middle school ELA Intervention teachers</p> <p>c. EL students will be appropriately placed in ELD/ELA courses</p> <p>d. Pacing guides and assessment schedules will be developed to maintain intensive approach in ELA/ELD courses for EL students.</p>	<p>a. June, 2010</p> <p>b. June, 2010</p> <p>c. June & Aug, 2010</p> <p>d. June & Aug, 2010</p>	<p>Principals</p> <p>Dir. of C&I</p> <p>Dir. of C&I</p> <p>Principals, Spec. Needs Consultant</p>	<p>Gen Fund + (\$48,000 site EIA/LEP)</p> <p>District textbook funds</p> <p>No additional cost</p> <p>\$1,000 (Title III)</p>	<p>Progress Reports for R/LA will take place in September and November, 2010 and January and March, 2011. This will include surveys by site principals and teachers, school visitations, classroom "walk-through" observations with protocols, and review of master schedules and student placement.</p>

e. Principals will use collaboratively-developed walk-through tools to monitor and support full implementation of core curriculum. This will include RLA, Math, Science and Social studies to ensure access to grade-level curriculum and practice with informational text. For RLA, <i>Houghton Mifflin</i> , <i>Inside</i> and <i>Edge</i> curriculum will be monitored including universal access components as appropriate for ELs with emphasis on grades 4-6, 6-8 and 9-11.	e. Quarterly 2010-2011	Bil. Director and Principals	No additional cost	
f. All EL middle school students will participate in awareness/motivation sessions viewing district-developed power-point about CELDT, CST, CAHSEE, Reclassification and Multilingual Seals.	f. Sept, 2009, annually	Asst. Principals	No additional cost	
g. 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.	g. Beginning Spring, 2010	Director C&I	No additional district costs	
h. 4 th and 5 th grade students will view district-developed power point presentation explaining CELDT and CST, the importance of reading for pleasure, reclassification process and the VUSD Multilingual Recognition Seal.	h. Beginning Spring, 2010 and annually in the fall	Principals, teachers and Bil. Director	No additional district costs	
i. Site administrators and curriculum specialists/coaches, utilizing observation tools, will assist classroom teachers in modifying specific classroom ELA instructional practices.	i. Beginning in Spring, 2010 and throughout year	Principals, coaches/specialists and Bil. And C&I Directors	No additional costs	
j. A "Common Sequence of ELD Functions" calendar with structured sentences frames for all CELDT levels will be used district-wide at grades K-12 in all	j. Beginning in Spring,	j. Principals, EL Liaisons,	j. No additional	

subject areas to ensure targeted instruction in specific academic language.	2010 and throughout year.	Specialists, Paraeducators, Directors and DELAC	costs	
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>a. K-5 teachers will fully implement new district-adopted <i>Everyday Math</i> curriculum developed by the University of Chicago School Mathematics Project through extensive research and aligned to California standards.</p> <p>b. <i>Everyday Math</i> program materials will be made available in Spanish to students and families and EM website access, as appropriate.</p> <p>c. Middle School math teachers will fully implement newly-adopted standards-based math curriculum.</p> <p>d. Site administrators and curriculum specialists/coaches, utilizing observation tools, will assist classroom teachers in modifying specific classroom ELA instructional practices.</p>	<p>a. Beginning in Fall, 2010</p> <p>a. Beginning in Fall, 2010</p> <p>b. Beginning in Fall, 2010</p> <p>c. Beginning in Spring, 2010 and throughout year</p>	<p>Teachers, principals, district math specialist, Dir. C & I</p> <p>Same as above</p> <p>Same as above</p> <p>Principals, coaches/speci alists and Bil. And C&I Directors</p>	<p>District textbook funds</p> <p>District textbook funds</p> <p>District textbook funds</p> <p>No additional cost</p>	<p>Progress Reports for Mathematics will take place in September and November, 2010 and January and March, 2011. This will include surveys by site principals and teachers, school visitations, classroom "walk-through" observations with protocols, and interviews with director of curriculum and instruction, math and ELD specialist.</p>

<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>a. Lead teachers from each grade level at each school will serve as trainers of trainers to support the implementation of the new <i>VUSD Literacy Assessment Program</i>.</p> <p>b. Grade level teachers and math liaisons will work with the district's K-5 math specialist and ELD teacher specialist to receive training necessary to utilize the <i>English Learner Handbook</i> and support materials for each grade level that accompany <i>Everyday Math</i>.</p> <p>c. Principals will receive training in <i>VUSD Literacy Assessment Program</i>, new math curriculum, ELD/ELA curriculum and using student data for program planning through monthly principals' meetings with the superintendent, directors and program specialists.</p> <p>d. District specialists in ELD, Math and Language Arts will provide site-specific coaching and training targeting the increased performance of EL students in English Language Arts and Math.</p> <p>e. Principals, specialists, grade level lead teachers will participate in district and county training opportunities to support the district-wide implementation of the</p>	<p>a. Beginning Spring, 2010</p> <p>b. Beginning Spring, 2010</p> <p>c. Beginning Fall, 2009 at monthly meetings</p> <p>d. Beginning Fall, 2010</p> <p>e. Beginning Fall, 2009</p>	<p>Principals, teachers, Director C&I</p> <p>Math Specialist, ELD Teachers, ELD Teacher Specialist</p> <p>Principals, Math Specialist, R/LA Coach, Bil. Dir, Dir C&I, ELD Specialist</p> <p>ELD, Math Specialists and R/LA coach</p> <p>Principals, Specialists, teachers, Bil.</p>	<p>Title II funds - \$15,000</p> <p>Title II funds \$2,000 Title III funds \$2,000</p> <p>No additional cost</p> <p>No additional cost</p> <p>Title II funds \$2,000 and site funds</p>	<p>Progress Reports for Professional Development will take place in November, 2010 and March, 2011. This will include surveys of site principals and teachers, principals' meeting agendas, and interviews with director of curriculum and instruction, math and ELD specialist.</p>
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<p>Response to Intervention (RtI) model.</p> <p>f. District ELD and dual language program specialists will provide consultation support to special education program administrators to reduce inappropriate identification of English Learners for special education and recommend appropriate services.</p> <p>g. Paraeducators will receive training on best practices for Reading and Mathematics for English Learners through 4-part district workshop series.</p>	<p>f. Beginning Fall, 2009</p> <p>g. Beginning Fall, 2010</p>	<p>Dir. and Dir. of C&I</p> <p>ELD and Dual Language Specialists and Spec. Ed. administrators</p> <p>Bilingual Specialist with special presentations by content experts</p>	<p>\$10,000 district ARRA funds</p> <p>\$400 Title III</p>	<p>Progress Reports for Parent Involvement will take place in November, 2010 and March, 2011. This will include interviews with site principals and participation rosters from PIQE sessions.</p>
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>a. PIQE will be offered at three or more school sites accessible to parents of EL students at grades K-12.</p> <p>b. The District Math Specialists will provide training to EL parents regarding Everyday Math and Algebra readiness activities through DELAC and ELAC networks.</p>	<p>a. Beginning Fall, 2010</p> <p>a. Beginning March, 2010</p>	<p>Principals, Bilingual Director</p> <p>Math Specialist, Bilingual Director, Principals</p>	<p>Title III funds \$7,500</p> <p>No additional costs</p>	
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> <p>N/A</p>				