



No Child Left Behind Act of 2001

LOCAL EDUCATION AREA PLAN (LEAP)

Ojai Unified School District

Five Year Plan

July 1, 2014- June 30, 2019

**Prepared by
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Director Special Projects
Dr. Henry S. Bangser
Superintendent**

(Rev 12-07)California Department of Education
School and District Accountability Division

(CDE use only)

Application #	
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No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: 56-72520

Dates of Plan Duration (should be five-year plan): July 1, 2014 to June 30, 2019

Date of Local Governing Board Approval:

District Superintendent: Dr. Henry S. Bangser

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

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

Henry S. Bangser

October 14, 2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kathi Smith

October 14, 2014

Printed or typed name of Board President

Date

Signature of Board President

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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

One data collection of the Consolidated Application contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (2013 STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR through 2013) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities

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

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes and Title II), as well as for **school-operated programs** (including Title I, Part A, Title III).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

PLANNING CHECKLIST

FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS-2013-14

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 12-13	Current Year District Entitlements 13-14	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	\$309,660		
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$136,607		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	0	\$35,742		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Part II
The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (2013 STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

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

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

Teacher Quality

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

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

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

Descriptions – District Planning

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

District Planning

The Superintendent directed the Director Special Projects to meet with the District Leadership Team and explain the purpose and scope of NCLB and the requirements that each district and site administrator would need to contribute to the LEA plan. Principals were asked to first complete their mandated School Accountability Report Cards to begin the process of obtaining input, analyzing data, doing a needs assessment, determining goals and objects and defining the resources and time to complete those goals.

Each principal obtained input from various advisory councils, School Site Council, community members, and staff. Specific advisory groups gave input and these included English Learner Advisory Committees, Title I Advisory Committee, High School Parent Association, Special Education Parent Advisory Committees, Parent-Teacher Associations, and School Site Councils.

Schools analyzed data from various sources including the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results from 12-13, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. Each school determined its strengths and needs to include in the LEA Plan.

Data was collected and certain sections were assigned to staff that had previous knowledge in those specific areas for writing first drafts. Performance goals were the work of several meetings of analyzing data and determining priorities based on school and district data with district leadership team members. Drafts were reviewed and revised by various district personnel before the final draft was completed and submitted to the governing board.

District Profile

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

THE VISION OF THE OJAI UNIFIED SCHOOL DISTRICT

The Ojai Unified School District will:

- provide high-quality academic, artistic, athletic, and career-technical offerings designed to prepare all students for the next phase of their education, work, and life.
- prepare our students to utilize their strengths, talents and passions as the foundation for meaningful pursuits after their K-12 education.
- provide our students with the skills needed to create a connection to their school and their community.
- ensure that our students at every grade level demonstrate good character with consistent reinforcement from our staff.
- encourage and support federal, state and local educational funding initiatives to provide adequate resources.
- strive to retain and attract outstanding certificated and classified staff by providing competitive compensation and professional development opportunities.

- strive to reduce class sizes and maximize instructional days to the benefit of both students and staff.
- reflect the pride and beauty of the Ojai Valley in our facilities.
- promote a spirit of cooperation with the Ojai Valley community, fostering an understanding that student learning is a shared responsibility among students, parents, staff, and community.

1.The Ojai Unified Community

Nestled in the foothills of the Topa Topa mountain range between Los Angeles and Santa Barbara, Ojai Unified serves nearly 2,900 students and their families in five elementary schools, one junior high, a continuation high school and one comprehensive high school. California Distinguished Schools include two elementary schools and our junior high and our high school.

A strongly articulated curriculum in all content areas is an ongoing effort through grade level team meetings, department meetings and through the school site review and self-assessments completed by our staff each year. Our goal is to demand the highest standards of student performance.

We are grateful for strong community support for our students. Parent volunteers are abundant in all our schools.

The Ojai Unified School District is located in the Ojai Valley, California (Ventura County), where it is nestled between two mountain ranges and bordered by the Los Padres National Forest. The valley, with a population of 30,000 people, includes the City of Ojai, and the communities of Upper Ojai, Meiners Oaks, and Mira Monte. Prime industries are related to agriculture, retail trade, tourism, and service industries. The majority of working residents commute to the nearby cities of Ventura, Oxnard and Santa Barbara. Ojai has a large retirement community with over twenty-one percent of residents over the age of sixty. (Source: The 2010 U. S. Census Bureau's Profile of General Demographic Characteristics of the City of Ojai.) The Ojai Valley is known for its natural beauty and a strong arts community. Notable annual events include the Ojai Tennis Tournament, the Ojai Musical Festival, the Ojai Mexican Festival, and the Ojai Studio Artists Tour.

Varied socio-economic levels clearly are reflected throughout the Ojai Valley. The vast majority of homes within the school boundaries reflect middle-income status, however, there are areas of affluence – and areas of poverty. The community has three low-income housing projects and these are located in Ojai and the Meiners Oaks area. According to the ConApp, students who are eligible for Free and Reduced-Price Lunch include 48.95% of Elementary, 39.67% of Junior High, and 46.05% of High School students. The district-wide low income is 46.55%.

The district has faced declining enrollment due to recession, increased housing costs and a countywide low birth rate. It is the only district in Ventura County that has faced this problem for over a decade. Projections for the next five to eight years show a flattening of enrollment. The district has had to make difficult choices in reducing personnel and reviewing programs to be financially sound.

2. District

The Ojai Unified School District serves students residing in the City of Ojai and the outlying Ventura County unincorporated areas, including Upper Ojai, Meiners Oaks, and Mira Monte. School District offices are located in downtown Ojai. Current enrollment is 2,667 for the 2013-2014 school year.

The Ojai Unified School District has five elementary schools, one junior high school, one comprehensive high school, one continuation school and a small charter school. The elementary schools are spread geographically throughout the Ojai Valley. The junior high, high school, and continuation high school are centrally located in Ojai.

The Ojai Unified School District has experienced declining enrollment since 1998; however, this trend has now flattened. Recession, increased housing costs, lower birth rate and limited housing availability within the valley have all contributed to this situation. The school district has been forced to lay off tenured teachers every year.

Demographic information:

- 2013-2014 total district enrollment is 2,664 students
- Over forty-five percent of the district's total student population from 2013 CBEDS participates in the free or reduced lunch-program. All district schools have seen a steady rise in the number of students qualifying for this program. Meiners Oaks has over 66% percent eligible for free/reduced lunch.
- Our district is 35% Hispanic and almost 59% white.
- The district English Learner population is 14%.
- Topa Topa, Mira Monte, and Meiners Oaks Elementary Schools, Matilija Junior High and Nordhoff High School are Designated Title I schools in 2013-14.

3. Schools

Meiners Oaks Elementary School

Meiners Oaks Elementary School embraces the unique and diverse qualities of each student, providing a total educational environment, which fosters high aspirations, self-confidence, technology, communication, basic academic skills, regard of others, and a deep appreciation of life and learning.

Meiners Oaks School has a long tradition of providing a child-centered educational program, focusing on the education of the whole child and the recognition of each individual child's strengths. Meiners Oaks School's teachers are excellent role models and children are taught to take care of one another. Students seem happy and report they feel safe at school. This is evident in all aspects of the daily program. MO provides a regular safety drills with fire and earthquake drills and teaches children the importance of safety

Meiners Oaks School is proud of the outstanding quality of leadership and instruction offered. The curriculum is appropriately aligned with state frameworks, model curriculum standards and District expectancies at all grade levels. Faculty meetings focus on instruction, school management and operations. The Meiners Oaks School Site Council monitors the implementation of all programs. A school Student Study Team meets weekly to discuss and determine supplementary services for special education students and English Learners (EL). The rights of parents in regard to these programs are mailed home annually

Mira Monte Elementary School

Mira Monte serves grades K-6 with an enrollment of about 400 students. The warm and friendly atmosphere at our school is due in large part to the goals expressed in our Mission Statement: "The Mira Monte Mission is to provide ALL students with a positive and challenging learning environment which empowers them to become responsible and productive citizens of our world." The nurturing of our students' educational and emotional growth is the primary focus of all our staff members.

San Antonio Elementary School

San Antonio Elementary is a California Distinguished School, nestled in the east end of rural Ojai Valley at the foot of Ojai's Topa Topa Mountains. The surrounding orange groves and majestic oaks make the San Antonio campus a unique public school setting.

San Antonio Elementary has been in existence for over 100 years. While students, staff, and local Ojai residents cherish its historical significance, the school is moving into the future with an academic standard of excellence through study and mastery of the California Content Standards. This rigorous course of study provides many challenges and opportunities for individual growth, and teachers provide instruction to accommodate the different learning styles and skill levels of students in language arts, math, social studies, science, technology, and the performing arts. The staff is dedicated to providing a safe and supportive learning environment for the K-6 student population of about 150 students. This staff includes a principal, 4 full-time teachers, a part time librarian, part time resource and speech teachers, bi-lingual aide, office manager, and the facilities/grounds personnel who take care of our beautiful campus.

Summit Elementary School

Nestled at the base of the Topa Topa Mountains in the beautiful Upper Ojai Valley, Summit School is the central community center for this unique, rural neighborhood. Established in 1911, Summit School serves a diverse population with a strong sense of community involvement and school participation. The school offers a strong academic program coupled with the guiding principle of learning to get along with each other.

Summit School has a long tradition of providing a child-centered educational program, focusing on the education of the whole child and the recognition of each individual child's strengths. Summit School's children are taught to take care of one another. This is evident in all aspects of the daily programs. Parent volunteerism and parent participation has always been high at Summit School. Parents are welcomed daily onto the campus and provide many hours of volunteer help in the library, classrooms and school projects.

The mission of Summit School is to prepare our student's for a continuing education and successful social interaction in a unique, quality environment where all students have the right to develop academic skills, to develop respect of self and others and to create an appreciation of the arts. Summit School's slogan: "Learn to work; work to learn."

Topa Topa Elementary School

Topa Topa is a neighborhood school in the city of Ojai with a beautiful backdrop of the Topa Topa Mountain Range. The park like grounds provides a calm, nurturing learning environment. At the heart of our school is the school garden that boasts both vegetables and blooming flowers. Topa Topa is a California Distinguished School. Our teachers, staff, and parents are proud of the school and the students. We all work hard to maintain high expectations for all students.

Our mission is to challenge both the hearts and minds of our students to: 1) improve our community, 2) focus on the California Performance Standards with high expectations for success for all, 3) celebrate and understand our similarities and differences, 4) realize their full potential to become life long-learners, 5) explore technology, 6) study and appreciate the arts including music, drama, and science.

Matilija Junior High School

Matilija Junior High School is located 17 miles inland from the Pacific Ocean and is surrounded by the Topa Topa Mountains. It has an architecturally eclectic mix of buildings situated on grounds covered with venerable oaks and common areas, encompassing 14 acres of land.

The mission of Matilija School is to create a nurturing, safe environment that focuses on the unique academic, emotional, social, and physical needs of adolescents as they make the transition from elementary school to high school. Offer through shared decision-making, a quality academic curriculum, a variety of experiences and maximum opportunity for success. Matilija motto: Matilija informs you of yesterday; assists you with today; prepares you for tomorrow.

Nordhoff High School

Our mission is to graduate a well-rounded individual with broad based educational experiences who is well prepared for the responsibilities of adulthood. Nordhoff is a comprehensive high school offering a quality educational program for all students in academics, aesthetics, athletics, practical arts, and technology. In an environment emphasizing active learning, staff and students work together to create an atmosphere of accountability, mutual respect, responsibility, and pride in our accomplishments. Together, we encourage a lifelong commitment to learning highlighted by civic responsibility, introspection, multi-cultural awareness, and open dialogue.

Chaparral Continuation High School

Chaparral High School is a continuation high school designed to provide an alternative education for those students in the Ojai Unified School District unable or unwilling to attend regular high school classes, or for those not successful in the regular program.

The staff at Chaparral is committed to providing a quality educational program for all students. Opportunities are provided for students to develop attitudes and skills that lead to becoming productive and contributing members of society. We will provide opportunities for students to complete a course of study leading to a high school diploma.

Students are allowed the opportunity to participate in programs of individual instruction that may accommodate a work study schedule. There are opportunities for students to benefit from intensive guidance services to meet the special needs of pupils with behavior, credit deficiency, and/or severe attendance problems.

Local Measures of Student Performance

(other than State-level assessments)

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

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

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:	All staff; Four year period	Training and release time		Title I, Title IIA
2. Use of standards-aligned instructional materials and strategies:	CCSS Implementation Team; admin.; instructional aides, through 2018 adoption	Ongoing professional development; bridge materials		CCSS funds, general fund, Title IIA
3. Extended learning time:	Admin; teachers, counselors	salaries	Cost of summer school for English Learners	Title I, Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:	Technology director; admin, teachers	Hardware, software, training		Title I, general fund, ccss money
5. Staff development and professional collaboration aligned with standards-based instructional materials:	Teachers, admin., consultants, county office	Salaries, substitute costs		Title IIA, general fund, CCSS
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Admin, teachers, counselors;	Materials, translators,		General fund, Title
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Neighborhood for Learning, Admin, teachers, counselors	materials		General fund,
8. Monitoring program effectiveness:	Annually, admin, teachers, ongoing	Materials, intel-assess		Title I, general fund
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:	Admin, teachers, ongoing	salaries		Gen fund
10. Any additional services tied to student academic needs: Adult education	Asst. Supt, teacher,	Salaries, materials		General fund

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:	All staff; Four year period	Training and release time		Title I, Title IIA
2. Use of standards-aligned instructional materials and strategies:	CCSS Implementation Team; admin.; instructional aides, through 2018 adoption	Ongoing professional development; bridge materials		CCSS funds, general fund, Title IIA
3. Extended learning time:	Admin; teachers, counselors	salaries	Cost of summer school for English Learners	Title I, Title III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:	Technology director; admin, teachers	Hardware, software, training		Title I, general fund, ccss money
5. Staff development and professional collaboration aligned with standards-based instructional materials:	Teachers, admin., consultants, county office	Salaries, substitute costs		Title IIA, general fund, CCSS
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Admin, teachers, counselors;	Materials, translators,		General fund, Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Neighborhood for Learning, Admin, teachers, counselors	materials		General fund,
8. Monitoring program effectiveness:	Annually, admin, teachers, ongoing	Materials, intel-assess		Title I, general fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:	Admin, teachers, ongoing	salaries		General fund
10. Any additional services tied to student academic needs:	Asst. Supt, teacher,	Salaries, materials		General fund

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	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); 	<p>See Title III Plan Addendum on District website</p> <p>A. <u>Programs and Activities</u> The LEA will use Title III funds to provide the following supplemental services to targeted EL students:</p> <ol style="list-style-type: none"> 1. Tutorials (after school hours) Hire personnel, Purchase supplementary materials 2. Intervention programs (during the school day) Hire personnel Purchase supplementary materials 3. Investigate the possibility of summer school and/or intersession classes targeted to EL student need 4. Ensure that all elementary teachers and all core secondary teachers are properly trained to teach English Learners. <p>B. <u>Meeting Measurable Goals</u> The LEA plans to use Title III funds to help EL students meet the State’s annual measurable achievement objectives by:</p> <ol style="list-style-type: none"> 1. Utilize teachers to further develop standards-based interim assessments in ELD, language arts and math 2. Help teachers develop improved checklists or inventories that monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math 3. Develop interventions for EL students who are not making adequate progress. 4. Provide release time for teachers to research effective intervention programs <ol style="list-style-type: none"> a. Hire personnel to provide intervention programs b. Purchase supplementary materials 5. Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and math to EL students <p>C. <u>Accountability</u> The LEA is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that EL students are making satisfactory progress. The LEA employs the following monitoring process</p> <p>At the school sites:</p> <ol style="list-style-type: none"> 1. All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools. 2. An EL committee/department is established at each site. Members of the committee meet on a regular basis to discuss EL student progress and issues 3. A Site EL Coordinator is selected who gathers and monitors EL student records, coordinates EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal. <p>At the District level:</p> <ol style="list-style-type: none"> 1. All EL student information will be recorded in a district database that is accessible to individual sites and teachers to input and download information. 2. Regular meetings are held between District staff and site principals to discuss District and site level plans for language and academic instruction for EL students. 3. District office staff visits every school on a regular basis to monitor the implementation of the EL programs. 4. The District EL Coordinator holds two annual meetings with site EL Coordinators to discuss issues regarding EL program implementation. 5. As year-end assessment results are received, they are disseminated to sites for study. District administrators, along with site principals and EL Coordinators meet to mine the data and determine if EL students met their annual yearly progress goal (based on length of time in the district’s language program). If the sites have not met their annual yearly progress target, a study session is held to examine the program design and its implementation. Necessary changes are implemented immediately for the new school year. 6. An annual report is delivered to the Board of Trustees on the language and academic progress of the EL students in the district. 7. District-wide training is provided for the teaching staff in the following areas: <ul style="list-style-type: none"> • EL Master Plan components • BCLAD/CLAD/SB 395 training • ELD Institutes • Standards-based instructional planning for ELD, ELA and math

<p>d. Describe how the LEA will promote parental and community participation in LEP programs</p>	<p>D. Parent Involvement The LEA will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. Title III funds will:</p> <ol style="list-style-type: none"> 1. Build capacity for strong parent involvement through technical assistance which will be made available for planning effective parent involvement and coordinating with other programs. 2. Provide both written and oral translation for parents who receive individual student assessment results and program descriptions. 3. Have staff work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement. 4. Provide classes for parents to develop skills, techniques and strategies to assist their children at home. 5. Provide oral translation for every advisory meeting and parent conference at both the District and site level. 6. Purchase “silent” oral translating machines for use at District meetings and at school sites. 7. Establish a bilingual web site for the District, with links to the schools that provides updated information on meetings, data, etc. 8. Work with the Nordhoff video class to establish a set of videos in the languages represented at the schools that provide welcoming information to the school and District, and inform parents about basic procedures and practices. 9. Provide adult literacy, ELD and citizenship classes for parents and community members if funds allow. <p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ol style="list-style-type: none"> 1. Release time for teachers of EL students to meet by grade level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments 2. Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series 3. Training for teachers and administrators in the SIOP model (Sheltered Instruction Observation Protocol) to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas. The SIOP model has been proven by research to upgrade teachers’ instructional skills and to have a positive effect on EL student achievement. 4. The possibility of an intersession or summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects 5. Interventions programs, offered by specially trained teachers, that provide additional support for newly arrived EL students and/or EL students designated as at-risk of not meeting benchmarks or of retention.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	
<p>Performance Goal 2: <i>All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</i></p>	

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
- a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;
 - d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Professional Development

In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of:

1. knowledge of metacognitive and metalinguistic skills through which EL students are taught
2. the ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community
3. strategies to identify potential interference between the primary language and English
4. a vast repertoire of strategies for literacy instruction
5. “scientifically-based, research-based best practices” for reading comprehension
6. the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking
7. an understanding of the role of assessment in guiding and evaluating instructional and programmatic practices
8. the ability to design and implement formal and informal assessment
9. the ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction

The Professional Development plan will provide extensive, on-going, mandatory training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, district standards-based curricula and adopted materials, and standards-based instruction and materials.

Title III funds will be used to pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:

- SDAIE (SIOP model)
- Cultural diversity
- Effective instructional practices for culturally diverse students
- Communicating with linguistically and culturally diverse parents
- Balanced literacy
- Learning communities
- ELITE training for principals
- Curriculum planning
 - ELD/ELA connections
 - Grouping models
 - Standards-based lesson planning, backward mapping design
 - Subject matter projects
- Training for teacher certification
 - BCLAD/CLAD
- ELD institutes
- Anti-bias training
- Student-involved classroom assessments
- Thinking maps
- Differentiated instruction
- AB 395

In addition to providing a series of trainings in which teachers of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, teachers will be provided the opportunity to attend county and state wide conferences where the most recent research is given.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No	<p>If yes, describe: As part of the LEA's Title III program, a K-12 ELD Curriculum Study Committee will meet twice a year to:</p> <ul style="list-style-type: none"> • evaluate academic course content • adopt supplementary materials • review intervention programs • develop intervention curricula • develop local standards-based assessments • review disaggregated data • evaluate student progress • determine the efficacy of programs for EL students
			Description of how the LEA is meeting or plans to meet this requirement.

<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p>	<p>If yes, describe: <u>Academic Instruction</u> Based on identified student needs, a flow chart will be developed mapping the common thread between ELA and ELD Standards, specific academic skills, teaching techniques and assessments. Instruction will include a variety of activities and strategies that promote EL student success in reading. The Title III Intervention teacher will model good reading strategies and the student will learn critical concepts of how print works, and connect text to self, text to text, and text to the community and world. Teacher modeling of effective reading strategies with students will assist EL classroom teachers to develop strategies of their own. Students will be involved in daily activities using the six explicitly taught reading strategies:</p> <ul style="list-style-type: none"> • connect visualize question • infer summarize evaluate <p>students will be given multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction. The program’s writing component will focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions. In order to encourage independent reading for pleasure and academic advancement, the EL students will have access to an extensive collection of material at appropriate reading levels. Students will read daily. Instruction will be designed and modified using information from on-going formal and informal assessment of each student’s strengths and needs.</p> <p><u>Intensified Instruction</u> The LEA will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re-designation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis and vocabulary development. The Intervention program will be designed to support and complement the students’ regular English Language Arts/English Language Development and core content instructional program. In addressing the needs of the identified students, the Title III Intervention program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • provide intensive and extensive opportunities to read • acquire new knowledge and vocabulary through reading and writing
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<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p>	<p>If yes, describe: If yes, describe: Research-based best practices and common characteristics of highly effective intervention programs form the basis for this program. These include programs detailed in the following articles:</p> <ul style="list-style-type: none"> • Research to Guide ELD Instruction (Saunders et.al 2008) • ELD: Foundations and Implementation in K-5 (Snow 2005) • ELD: Issues and Implementation at grades 6-12 (Kinsella 2008) • Effective English Literacy Instruction for EL (Shanahan et al 2006) • Programs and Practices for Effective Sheltered Content Instruction (Echevarria and Short 2007)
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p>	<p>If yes, describe: <u>Improve EL Academic Achievement</u> The LEA plans to develop and implement an English Learner Individualized Intervention Learning Plan that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. Title III funds will be used to develop the curriculum and assessments for this program. The goals of this program will be to support the success of the EL students in the inclusion model. This program will be supported by the collaboration and coordination with the following District programs and related services:</p> <ul style="list-style-type: none"> • District staff development • Local community colleges • Ventura County Office of Education <p>In a network sponsored by the Superintendent of Schools Office of Ventura County, Ojai Unified School District staff meet regularly with EL staff from other districts to dialogue, collaborate and research programs in order to improve District programs.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	<p>If yes, describe: <u>Community Outreach</u> Title III funds will be used by the LEA to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District plans to offer the following classes and programs to parents of EL children:</p> <ul style="list-style-type: none"> • COPA-parents generate the agenda once a month • Parent education classes <ul style="list-style-type: none"> – Adult literacy – Working with your child at home – Parenting – Rosetta Stone • Family Literacy nights • ELAC/DELAC <p>All class instruction and materials will be translated into the primary language of the parents. As often as possible, classes will be held in the neighborhood school of the attending parents.</p> <p>Parents’ “funds of knowledge” will also be tapped as sources of learning for school personnel and students. Parents will be surveyed as to their background and experiences, and encouraged to share their knowledge and skills within classes and schoolwide.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	<p>If yes, describe: <u>Access to Educational Technology</u></p> <ul style="list-style-type: none"> • Parent classes on educational topics such as working with their children at home • ELD instruction
	<p>10. Other activities consistent with Title III.</p>	Yes or No	<p>If yes, describe: District paraprofessionals will be trained in appropriate instructional support strategies, assessment, and other activities to support the learning of EL students.</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; vertical-align: middle;">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p><u>Parent Notification:</u> Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement. (For “annual” EL students, it is important to record most recent CST and/or other academic information, GPA, and results of other district assessments.) c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.) d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the re-designation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. information pertaining to parental rights that includes written guidance detailing</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>Failure to Make Progress Notification: If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual counselors/Outreach Specialists will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Child care and translation will be provided.</p>

Plans to Provide Services for Immigrants

<p><u>If</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe: Ojai Unified School District does not currently qualify for this funding</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

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

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>All teachers meet NCLB requirements for <i>Highly Qualified</i> status</p> <p>.</p>	<p>Professional development is key to the district's continuous improvement efforts.</p> <p>Need to improve lesson design and delivery that addresses the needs of the full range of student abilities including English learners and students with disabilities.</p> <p>Instructional strategies in developing student thinking and 21st century skills</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:	Admin, teachers, consultants,	Consultant fees, workshop costs		CCSS, general fund, Title IIA
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District staff, grade level leaders, and dept. chairs will work together to do the following: <ul style="list-style-type: none"> • Identify staff development goals both short-term and long-term • Research specific staff development activities to support identified targets • Help develop an implementation plan for staff development 	Teacher leaders, admin	Cost for subs		NA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Specific subgroups will be identified and their data will be analyzed both as part of the whole and separately. Subgroup goals for performance will be targeted. Each targeted subgroup at the District and site level will have a specific benchmark indicators and staff development will be focused on helping these subgroups meet or exceed the benchmark standards.</p>	<p>Administration, teachers, counselors,</p>			<p>General fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The superintendent will coordinate all staff development programs. District and site staff development committees will be given all possible funding sources for use so that funding may be blended to provide the most comprehensive training program possible.</p>	<p>Administration, teachers, department chairs</p>	<p>Cost for workshops, cost for subs</p>		<p>Title IIA, general fund</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Elementary CCSS training • Technology Training – Ongoing all levels • Beginning Teacher Support – Ongoing all levels • Integrated math training – Secondary level 	<p>CCSS Implementation team, administration, teachers</p>	<p>Cost for subs</p>		<p>CCSS funds, Title IIA, general fund</p>
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<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The District and every school site has an approved technology plan in place that targets staff development needs. Funds from many different funds will be used to implement these plans.</p>	<p>NA</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>See above. All technology plans have adopted increased access for students and staff as one of the major goals. Ongoing professional development is a part of every plan</p>	<p>NA</p>			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>All stakeholders have had input into the LEA Plan in many ways. The LEA</p>	<p>Teachers, administration</p>			<p>General fund</p>

<p>plan is based upon numerous site level plans which include the Single Plan for Student Achievement, Technology Plan, Master Plan for English Learners, and site levels plans for staff development. Through these numerous planning opportunities, all stakeholders have been involved in the development of this umbrella plan.</p>				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> • Teachers are surveyed annually regarding training needs in all of these areas. Principals are then given the specific training needs for all members of their staff. The principal then uses this information to develop an individualized training / evaluation plan for every teacher. • Beginning teachers are also provided with mentors and specific workshops and classes in all of these areas through our Beginning Teacher Support Program. 	<p>Administration, Special Education Director, teachers,</p>	<p>Cost for subs</p>		<p>General fund</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All staff development opportunities and needs are coordinated and integrated with state content standards and include federal and state programs and services.</p>	<p>Administration, teachers, CCSS Implementation team</p>			<p>General fund, CCSS funds</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Elementary</p> <ol style="list-style-type: none"> 91% feel safe at school 56% never harassed at school 71% - School External Assets (high) <p>Middle School</p> <ol style="list-style-type: none"> 84% feel school is safe or very safe 93% have high/moderate internal assets <p>High School</p> <ol style="list-style-type: none"> 95% (11th Gr) feel school is safe/very safe 95% have high/moderate internal assets <p>Elementary</p> <ol style="list-style-type: none"> 97.5% perceive alcohol and marijuana as bad 95% view tobacco as a bad health risk <p>Middle School</p> <ol style="list-style-type: none"> 86% perceive marijuana as harmful 88% see daily alcohol as harmful <p>High School</p> <ol style="list-style-type: none"> 93% see daily alcohol use as harmful (11th Gr) 90-95% of grades 9-11 see daily alcohol as harmful (No change) 98% see Ecstasy as harmful (100% Continuation students) 	<p>Elementary</p> <ol style="list-style-type: none"> Problem Solving 58% (Middle) - not sure where to go for help Goals & Aspirations 0% (High) <p>Middle School</p> <ol style="list-style-type: none"> Physical Shoving/Hitting – 52% Been in fight – 33% <p>High School</p> <ol style="list-style-type: none"> Non-traditional: 68% have been afraid of being beaten up Non-traditional: 50% harassed more than 2 times <p>Elementary</p> <ol style="list-style-type: none"> 41% don’t feel completely safe at school 27% view alcohol as not “too” bad <p>Middle School</p> <ol style="list-style-type: none"> 10% use of inhalants 55% view alcohol as “easy to get” 46% (9th Gr) offered drugs on school property <p>High School</p> <ol style="list-style-type: none"> 57% (11th Gr) offered drugs on school property 88% (11th Gr) see alcohol as “easy to get” 100% of continuation students view marijuana as not harmful 67% use marijuana over past 30 days

Environments Conducive to Learning (Activities):

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

ACTIVITIES

District counseling services provided as resources to students and parents.
Outreach programs for families and students with attendance and behavior problems
Wide range of comprehensive after school activities and programs.
Staff development using CHAMPS
Delivery of science based prevention curriculum by trained staff
Assemblies and activities related to safe, drug free environments and positive choices

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

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

STRENGTHS	NEEDS
<p>Elementary</p> <ol style="list-style-type: none"> 1. 97.5% perceive alcohol and marijuana as bad 2. 95% view tobacco as a bad health risk <p>Middle School</p> <ol style="list-style-type: none"> 1. 86% perceive marijuana as harmful 2. 88% see daily alcohol as harmful <p>High School</p> <ol style="list-style-type: none"> 1. 93% see daily alcohol use as harmful (11th Gr) 2. 90-95% of grades 9-11 see daily alcohol as harmful (No change) 3. 98% see Ecstasy as harmful (100% Continuation students) 	<p>Elementary</p> <ol style="list-style-type: none"> 1. 41% don’t feel completely safe at school 2. 27% view alcohol as not “too” bad <p>Middle School</p> <ol style="list-style-type: none"> 1. 10% use of inhalants 2. 55% view alcohol as “easy to get” 46% (9th Gr) offered drugs on school property <p>High School</p> <ol style="list-style-type: none"> 1. 57% (11th Gr) offered drugs on school property 2. 88% (11th Gr) see alcohol as “easy to get” 3. 100% of continuation students view marijuana as not harmful 4. 67% use marijuana over past 30 days

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _2_ % 7 th _24_ %	5 th _1_ % 7 th _3_ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _5_ % 9 th _10_ % 11 th _14_ %	7 th _1_ % 9 th _2_ % 11 th 2_ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _1_ % 7 th _12_ %	5 th _1_ % 7 th _2_ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _18_ % 9 th _32_ % 11 th _46_ %	7 th _3_ % 9 th _5_ % 11 th _10_ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 8_ % 9 th _25_ % 11 th 33_ %	7 th _2_ % 9 th _5_ % 11 th _5_ %
The percentage of students that feel very safe at school will increase biennially by:	5 th _87_ % 7 th _18_ % 9 th _25_ % 11 th _28_ %	5 th _1_ % 7 th _5_ % 9 th _3_ % 11 th 3_ %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th _33_ % 9 th _20_ % 11 th _12_ %	7 th _5_ % 9 th _2_ % 11 th _2_ %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	__.01__%	__.01__%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 4 / 15 /10 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 65_ % 7 th _36_ % 9 th _28_ % 11 th _37_ %	5 th _10_ % 7 th _10_ % 9 th 10_ % 11 th _10_ %

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th _68_ % 7 th _50_ % 9 th _40_ % 11 th _48_ %	5 th _3_ % 7 th _5_ % 9 th _5_ % 11 th _5_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th _18_ % 7 th _20_ % 9 th _11_ % 11 th 12_ %	5 th _10_ % 7 th 10_ % 9 th _10_ % 11 th _10_ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 59_ % 7 th 38_ % 9 th _51_ % 11 th 47_ %	5 th 3_ % 7 th 10_ % 9 th 5_ % 11 th _5_ %

Other Performance Measures

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

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

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
x	Conflict Mediation/Resolution	Violence/safety	1-12
x	Early Intervention and Counseling	ADV	7-12
	Environmental Strategies		
x	Family and Community Collaboration	ATOD, Parent groups	5-12
	Media Literacy and Advocacy		
x	Mentoring	Ojai Youth Foundation	5-12
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
x	School Policies	ATODV	K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

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

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

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

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

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

Analysis of CHKS indicates:

Tobacco	Media Literacy; School Policies; Cessations	Our current programs are working based on HKS data. Students have an awareness of the danger of tobacco and tend not to use it
Alcohol	Counseling; Mentoring; School Policies	HKS and parent/community input suggest that this is a problem. Current parent education programs will offer direction.
Drugs	Counseling; Mentoring; Peer Helping; School Policies	Same as above, especially trendy drugs. Community has shown great concern and desire to tackle this.
Violence	Conflict Resolution; Counseling; Mentoring; Peer Helping; School Policies	Great strides made in this area. Sites and staff need to keep this on in forefront or it may/will resurface.

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

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

1. Continued use of Healthy Kids Survey Annual Report
2. Coordinator to meet with Leadership Team and individual principals to review existing programs and implementation of new programs
3. Coordinator to prepare written summary to principals and superintendent (Spring)
4. Ongoing review/revision as needed

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

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs.

Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

- Fall 2012: Report to school sites, report to Leadership Team, plan HKS
2. Winter 2013: Mid-year report to Leadership Team and staff memo to all sites
3. Spring 2013: end of year report/memo to Leadership Team and all staffs; conduct HKS
4. Fall 2012: Review HKS data

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

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

NA

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

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

NA

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

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

NA

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

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

Administration will identify students who need tobacco cessation services.

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

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

Position/Title	Full time equivalent
NA	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Parents are notified of graduation requirements All students complete four year plans Counselors follow timeline for monitoring student progress Parents of at risk students and counselors conference to determine intervention Supplemental programs focused on the needs of English learners CAHSEE supplemental instruction on several formats to meet student needs.	All students are monitored and served depending on need	Time line followed each year by counselors, special education staff and administrators	Graduation rate CAHSEE passage rate Enrollment in 2 and 4 year colleges	General fund
5.2 (Dropouts)	Guidance services with referral to alternative programs School involvement opportunities SARB Adult Education diploma program for 18 year olds	All students with focus on those identified at risk of not graduating	Counselors, alternative school staff, partnership with ROP and community college, administrators, coaches, and teachers	CBEDS drop out rate	General fund
5.3 (Advanced Placement)	Honors classes AVID Develop new AP offerings	All students	Teachers, counselors, administrators	Number of students in AP Scores on AP exams	General fund

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	The district uses eligibility for Free and Reduced-Priced Lunch (Source: Con App) as it source for criteria to select schools. Identified students within those attendance areas receive supplemental educational services. Students in private schools can also receive supplemental educational services meeting the same criteria.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	Title I funds are focused on the schools that have at least a 35% poverty rate. Schools receive a base per pupil amount.

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

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>Identified schools, provides services and programs that fit their needs based on individual and school assessment data, demographics and direction from school site councils. These may include the following: tutoring, specific classes designated for remediation and intervention, staff development and training, instructional assistance support, reading and math specialists, homework clubs, after school interventions, volunteer reading clubs, technology support for remediation and practice, individual teacher support, team teaching, library support and specialized reading programs. Students who are eligible for special education or receive accommodations from Section 504 plans are also eligible to receive these services. Students not in public school can also receive these services if they meet the same eligibility criteria.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>NA</p>

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	NA
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: <ul style="list-style-type: none"> Assistance in developing, revising, and implementing the school plan. Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	The LEA will provide technical assistance to low achieving schools. Additionally, the LEA will identify county office of education, state education agencies, and consultants to assist the school in meeting goals of academic achievement for all students. The LEA will insure that low achieving schools offer supplemental instruction in math and ELA to all students performing below grade level. Supplemental instruction will be provided during, and beyond the school day. Professional development will be designed specific to the needs of the teachers and students of low achieving schools. Both the LEA and low achieving school will set aside Title I funds specifically for the purpose of professional development.

Additional Mandatory Title I Descriptions (continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>Note: The district already has in place policies for school choice. Any parent may enroll their child in any school in the district. Enrollment is guaranteed if their is room at the selected school. Allowances are made for siblings to also attend to keep families together. All supplemental services are available to the child in any of the schools.</p> <p>The district insures that parents are informed about school choice and the services available to eligible families/students. Parents will be provided opportunities to ensure that their children achieve at high levels. Supplemental educational services are a component of the No Child Left Behind Act (NCLB) that provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools are eligible to receive these services.</p> <p>Supplemental educational services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement.</p>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>The district is responsible for notifying parents about the availability of supplemental educational services, arranging for the services to be provided, and monitoring the services for the purpose of improving academic achievement. The district also provides the following information in their annual parent notice:</p> <ol style="list-style-type: none"> 1. Notify parents about the availability of services, at least annually 2. Help parents choose a provider, if requested 3. Determine which students should receive services if not all students can be served Enter into an agreement with a provider selected by parents of an eligible student if necessary 4. Assist parents in identifying potential providers within the district 5. Provide the information the parents needs to monitor the quality and effectiveness of the services offered by providers 6. Protect the privacy of students who receive supplemental educational services

Additional Mandatory Title I Descriptions
 (continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	All teachers meet NCLB highly qualified criteria. Ongoing professional development is provided for all staff. If a teacher is hired who does not meet requirements, we ensure that the teacher takes the appropriate course work to be highly qualified.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	LEA uses all communication tools to inform parents.
<p>Coordination of Educational Services</p> In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: Even Start <ul style="list-style-type: none"> a. Head Start b. Reading First c. Early Reading First d. Other preschool programs e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	The district is the administrator of a grant for First Five's Neighborhood for Learning, a program that provides services for children and families for ages 0-5. Programs from this grant include many preschool experiences and transition programs for preschool age children coming into the school system. The services look at identifying high-risk children and families and providing educational, health, and family care services to increase for school success. This includes students with special needs, English Learners, at-risk and homeless youth and families. The Neighborhood for Learning has gained a regional reputation for innovation in reaching and providing services for children and families.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
 - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
 - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

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

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1 **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,

East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together	6 to 9				x		C, D,

(SMART) Team							
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
<u>Basement Bums</u>	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B

Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
<u>Personal/Social Skills Lessons</u>	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A

Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B