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

(CDE use only)

Application #	

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): **Pleasant Valley School District**

County/District Code: **56-72553**

Dates of Plan Duration (should be five-year plan):   2016 - 2021
Date of Local Governing Board Approval: August 18, 2016

District Superintendent: **Angelica Ramsey, Ed.D.**

Address: **600 Temple Avenue**

City: **Camarillo, CA**   Zip code: **93010**

Phone: **(805) 482-2763**   Fax: **(805) 987-5511**

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.

Angelica Ramsey, Ed.D.

Printed or typed name of Superintendent	Date	Signature of Superintendent

Suzanne Kitchens

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

TABLE OF CONTENTS

TOPIC	PAGE

Part I – Background and Overview

Part II – The Plan

Part III – Assurances and Attachments

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. (We have met this goal.)**

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

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

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds

to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

Tables of data for your schools and district are available online:
- API Reports - *http://www.cde.ca.gov/ta/ac/ap*
- Standardized Testing and Reporting (STAR) data - *http://www.cde.ca.gov/ta/tg/sr*
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - *http://www.cde.ca.gov/sp/el/t3/acct.asp*
- AYP Reports – *http://www.cde.ca.gov/ta/ac/ay*

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

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

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:
- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – 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, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 14-15	Current Year District Entitlements 15-16	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$114,228	$592,509	$576,950	97.37%
Title II Part A, Subpart 2, Improving Teacher Quality	$123,158	$164,108	$230,716	140.59%
Title II, Part D, Enhancing Education Through Technology	$0	$0	$0	0%
Title III, Limited English Proficient	$47,255	$51,472	$76,599	148.82%
Title IV, Part A, Safe and Drug-free Schools and Communities	$0	$0	$0	0%
Title V, Part A, Innovative Programs – Parental Choice	$0	$0	$0	0%
Other (describe)				
TOTAL	$284,641	$808,089	$884,265	

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers 14-15	Current Year District Entitlements 15-16	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	$0	$0	$0	%
EIA – Limited English Proficient	$0	$0	$0	0%
School and Library Improvement Block Grant	$0	$0	$0	0%
Gifted and Talented Education	$20,401	$50,000	$49,256	98.51%
Tobacco Use Prevention Education – (Prop. 99)	$0	$15,498	$8,052	51.95%
School Safety and Violence Prevention Act (AB 1113)	$0	$0	$0	0%
Other (describe)				
TOTAL	$20,401	$65,498	$57,308	

CAMARILLO

Located 45 miles north of Los Angeles, the city of Camarillo successfully combines the charms of small-town, suburban life with accessibility to the advantages of a big city. It occupies 19.93 square miles of land, with more than half of land use dedicated to residential and agricultural purposes. Of the 68,086 residents, 40% are employed within the city limits.
Manufacturing, the wholesale/retail trade, health, education, and other services comprise 67.3% of the city's economy. Over 35% of the workforce is employed in executive, administrative, managerial, and professional occupations. Well over half of the adult population has attended college, with 40.4% having earned a Bachelor of Arts degrees and the median age of the city's residents is 38 years.

In August 1999, the State of California opened California State University Channel Islands to students, Ventura County's first public, four-year University.

PLEASANT VALLEY SCHOOL DISTRICT

Pleasant Valley School District is surrounded by rolling hills, fields of strawberries, avocado and citrus orchards, and the Pacific Ocean. Pleasant Valley School District is a K-8 district. One of the oldest districts in California and the oldest district in Ventura County, we were founded in 1868. We are now one of the largest employers in Camarillo.

PVSD encompasses approximately 65 square miles. Enrollment is in excess of 6,658 in the district's 11 schools. English is the most dominant language with Spanish most dominant of those that do not speak English as their 1st language. There are six elementary, three K-8 and two 6-8 middle schools. Three campuses also have a preschool. We have eight schools that offer a daycare for pay for our district students. Pleasant Valley is one of six feeder schools for the Oxnard Union High School District. The district also holds the charter University Preparation School (UPS) and the University Charter Middle School (UCMS) of CSU Channel Islands.

Many of our schools have received county, state, and national recognition for academic excellence. All PVSD schools are fully accredited by the California State Department of Education.

The superintendent advises the board on matters concerning management of the schools. She is responsible for board and community relations and giving direction to staff.

Assisting in administration of the district are:

Assistant Superintendent of Curriculum, Instruction and Assessment
Acting Superintendent in the absence of the Superintendent
- Curriculum, Instruction and Assessment

Assistant Superintendent, Human Resources
Acting Superintendent in the absence of the Superintendent
- Certificated & Classified Employees
- PVEA (teacher's union) negotiations
- Personnel Commission

MISSION

It is the mission of the Pleasant Valley School District to provide an educational program that encourages a positive self-concept, creative expression, critical thinking, and academic excellence challenging students to reach their own highest individual potential.

GOALS

- Provide a safe, healthy, positive learning environment where highly qualified staff that provides an articulated curriculum that is innovative, purposeful, & responsive to the needs of all students.

- Provide open, meaningful, and multi-directional communication with all stakeholders.

- Provide educational leadership and promote a culture of excellence and respect through all levels of the organization.

- Continue to maintain a fiscally sound budget that equitably aligns available resources.

Angelica Ramsey, Ed.D., Superintendent
The chief executive officer in the operation of the district.

▪ **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, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

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.

ENGLISH LANGUAGE ARTS
- PVSD Trimester Benchmark Assessments
- Benchmark Advance Assessments (K-5)
- Houghton Mifflin Harcourt Collections Assessments (6-8)
- K-3
  - 2/3 time Assessments
  - Basic Phonics Skills Test (BPST)
  - Reading Records
  - Fountas and Pinnell Benchmark Leveled Literacy Intervention System

MATHEMATICS
- Engage New York end of module assessments
- Houghton Mifflin Harcourt Big Ideas Assessments (6-8)
- PVSD Trimester Benchmark Assessments

ENGLISH LANGUAGE DEVELOPMENT
- PVSD ELD Assessments

Performance Goal 1- All students will reach high standards, at a minimum, attaining proficiency or better in Reading.

Planned Improvement in Student Performance in READING

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
LCAP Goal #2: Increase student achievement in content areas based on state standards assessments and/or state standards aligned local assessments. 1. Alignment of Instruction with Content Standards: • Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as resources and materials become available to support State Standards. Purchase and/or develop State Standards aligned district assessments. • Teachers will utilize Common Core State Standards for instructional planning and alignment of instruction. • Principals will receive additional training on standards and how to coach, supervise and evaluate teachers related to standards-based instruction. • Teachers will utilize Common Core State Standards aligned instructional materials (print or digital) for all core subjects as resources to guide instruction. • Teachers will use the alignment of ELA/ELD standards when planning lessons for English Language learners. • Teachers will refine and implement standards-based benchmarks/assessments. • Teachers will utilize grade level meetings and collaboration time to align instruction with standards and student needs. • Teachers will use standards-based textbooks and supplemental materials for instruction. • Teachers will implement district grade level standards-based writing rubrics. • District will ensure that all new teachers participate in Beginning Teacher Support and Assessment Induction Consortium (BTSA/IC) through Ventura County Office of	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • ELA/ELD Coordinator • Grade level leaders • Administrators • Teachers • Director of Student Services & Special Education Programs • Program Specialist, Special Education	• Salary, stipends, and benefits of persons involved • Staff time	Salary percentages of all persons involved, certificated and classified, and/or teacher release time, and/or stipends	• LCFF • Title I, II, and III

Education (VCOE), which provides a focus on the content standards. • New teachers in Beginning Teacher Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district.				
2. Use of standards-aligned instructional materials and strategies: • School Sites will implement Response to Intervention (RtI) structure and strategies to meet student needs. • Teachers will use standards-based assessments to measure progress and guide instruction. • Standards will be posted in every classroom • Teacher lesson plans will align with the Common Core State Standards and reflect the standards being taught. • Grade level standards are given to every parent at "Back to School Night" or the first parent conference. • Teachers will regularly examine student work to ensure mastery. • **S**pecifically Designed Academic Instruction in English (SDAIE) strategies used when teaching English Learners (fluency levels of 3 and above). • Lucy Calkins Writing Units of Study implemented to support literacy. • Preschool Creative Curriculum • Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and all three Staff Development Days. Focus: State Standards (ELA, ELD, math, NGSS), new curriculum. Support curriculum, professional development and assessment. Include training for long-term and frequently employed substitute teachers. • Staff development for Special Education: academic vocabulary, math journals and unpack State Standards for Special Education. Work on Special Education Curriculum projects related to new adoptions.	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Grade level leaders • Administrators • Teachers • Director of Student Services & Special Education Programs • Program Specialist, Special Education • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time	Salary percentages of all persons involved, certificated and classified, and/or teacher release time, and/or stipends	• LCFF • Title I, II, III

3. Extended learning time:	On-going			
• Primary hour (2-3 p.m.) time will be provided for small group reading intervention for grades 1-3. • Homework club will give students a place to continue their classroom work after school. • Further increase before/after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. • Hourly Title I teachers will provide support for struggling readers and writers. • Extended School Year for Special Education students as determined by the IEP • Three Reading Teachers on Special Assignment to support nine elementary schools in literacy instruction with a focus on at-risk students. • Title 1 funds for targeted instruction and tutoring (SES) (hourly teachers, stipends, contracts)	• Grades 1-3 teachers • Administrators • Teachers • Curriculum, Instruction and Assessment Department • Hourly Title I teachers • Director of Student Services & Special Education Programs • SSSEP Staff • SE Program Specialist • Pleasant Valley School District Childcare/YMCA	• Hourly teachers and/or stipends • Title 1 teacher stipends	• Salary percentages of all persons involved, certificated and classified, and/or teacher release time, and/or stipends	• LCFF • Title I, 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: LCAP Goal #1: Provide students with greater access to technology per state standards requirements. • District will provide support so that teachers understand adoptions' technology components. • District will provide access to the internet for interactive reading activities. • All schools will provide digital devices for student instruction • Technology standards will be embedded into the LA content • Staff will be provided training for implementation of project based and cross-curricular units • Technology will be used to increase literacy and math skills • 1:1 devices in grades 6-8	On-going • Supervisor of Technology • Curriculum, Instruction and Assessment Department • Grade Level leaders • Tech support at sites • Director of Student Services & Special Education Programs • Teachers on Special Assignment • Students	• Salary, stipends, and benefits of persons involved • Staff time • Software and hardware • Training	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends • Percentage of training money	• General Fund • Title I, II, III, EIA • Pleasant Valley Educational Foundation • PTA / PTO / PTSA donations

• Purchase technology devices, applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Provide support for integrating instructions technology, professional development and assessment. • Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring. • Provide funding to sites to purchase technology (working towards equity of access) and provide parents training on school technology including: Q Websites, Social media, digital citizenship, etc.	• Administrators			
5. Staff development and professional collaboration aligned with standards-based instructional materials: • District grade level meetings will address standards-based instruction. • Staff development will address standards-based instruction. • District's administrators will participate in county L3 series to develop skills as instructional leaders. • District administration will identify research-based effective classroom strategies and monitor those practices at their sites. • Teachers will implement Lucy Calkins Writing Units of Study and receive professional development and support. • PVSD and VCOE ELD training (linked to student need) will be offered. • New teachers participate in BTSA/IC which will focus on standards-based instructional materials as well as modeling and coaching. • Structured, collaborative teacher planning time will be scheduled at every school. • Teachers and principals will participate in professional development related to newly adopted, CCSS aligned standards-based reading materials. • Teachers and administrative staff are encouraged to participate in professional development workshops provided throughout the year (Curriculum Department,	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Administrators • Grade Level Leaders • ELA/ELD Coordinator • Teachers • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time • Released time • Consultants • Training costs • Training materials	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends • Percentage of training money	• Title II • Title III funding • LCFF

afterschool workshops, VCOE, CRLP, etc.) • Teacher leadership teams (EL, Writing, Language Arts, Technology, Maker Group, Math) will receive additional Professional Development and provide support at sites. • Release time for teachers will be provided for collaboration on an as needed basis.				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Each school will maintain a School Site Council with staff, parents and community representatives and student reps at Gr. 6-8 schools. Each Council reviews data on overall student assessment results in reading and communicates the results to the entire school community. Site Councils also participate in planning how to improve school reading programs. • All parents will continue to receive information about the adopted academic standards in ELA/ELD for each grade. This information will also be available in Spanish. • Each school will continue to send each parent student's individual state assessment results, with an explanation of how to interpret them. In addition, report cards will be sent home throughout the year. • All parents will be invited to Back to School Night to provide information about the reading program and services available. • K-5 parents will be invited to a parent conference, where the teacher discusses the reading program and individual student assessment results. • Each school will provide parents with suggestions and ideas in improving their child's achievement in reading through newsletters, websites and other media. • A parent compact that describes how parents, students and school staff will work together to improve student achievement will be revised periodically with parent input. • The schools will provide informational meetings and workshops for parents to promote literacy. • The District and schools will utilize Connect-Ed to communicate with parents on an on-going basis	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment. • Director of Curriculum, Instruction and Assessment • Superintendent • Administrators • Teachers • Student Services & Special Education Programs Department • Parents/guardians	• Salary, stipends, and benefits of persons involved • Staff time • Mailing • Duplication costs	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF • Title III • Title I

• The district, school sites and teachers will maintain websites to provide pertinent information for parents. • The Superintendent's Roundtable will be held monthly to update PTA presidents of District happenings. • IEP meetings held for students receiving special education services. • The district will develop a pacing guides available to teachers and principals for reading and writing. • Title 1 schools will provide parent workshops which focus on supporting their students at home.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • As parents enroll their kindergarten children, they receive a packet of school materials that help them prepare for kindergarten. • Preschool facilitates transition to Kindergarten • Preschool opportunities are integrated into elementary school setting • Community Groups promote activities, such as American Association of University Women "Women in History", Camarillo Rotary Club essay contests, Camarillo Noontime Optimist Club Red Ribbon Week Essay Contest, Camarillo Academic Olympics, and Pleasant Valley Education Foundation (PVEF) sponsored speech contest for our 3rd grade students. • Pleasant Valley's Neighborhoods for Learning (PVNfL) program will provide early intervention and other programs for young students. • Middle school orientation allows the 5th grade students the opportunity to visit their middle school prior to the beginning of school. • Pleasant Valley Education Foundation supports language arts through grants. • Pupil promotion/retention criteria is clearly communicated to parents/teachers/students. • PVSD will work collaboratively with the Camarillo Public Library to support student homework needs. • Preschool, Transitional K and K-3 support literacy	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, instruction and Assessment • Teachers • Community groups • PVNfL • Administrators • PVEF • Camarillo City librarians • SSSEP Department staff • Director Of Student Services & Special Education Programs • Preschool Coordinator	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF • PVNfL funding • Pleasant Valley Educational Foundation funding • Title I • CSPP

development. • Extended School Year program for Special Education students • Summer School • California State Preschool Program (commencing 16-17)				
8. Monitoring program effectiveness: • Ongoing monitoring of student progress - Trimester benchmark assessments will assess student mastery of standards - Principals at all sites will conduct classroom observations and evaluations. - The district will participate in the California Assessment of Student Performance and Progress (CAASPP), including the Smarter Balanced Assessment Consortium (SBAC) and California English Language Development (CELDT) Tests. - Classroom teachers will regularly assess student mastery of standards through formative and summative assessments, and by examining student work; re-teaching will be done as needed. - Standards-based report cards will be utilized TK-8 - EADMS will be utilized to analyze student performance on State Assessments and District Benchmark/Trimester Assessments. The data will also be used for RtI progress monitoring. • Ongoing monitoring of program effectiveness - Test data and results will be used to monitor programs and drive changes in instructional practice when needed. - Each site will have a Single Plan for Student Achievement aligned to Local Education Assessment Plan, monitored by the site principal and School Site Council. - Title I program improvement schools will have a 3 year plan for monitoring program effectiveness.	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Administrators • Teachers • Parents • School Site Councils	• Salary, stipends, and benefits of persons involved • Staff time • Hardware and software • Duplication • Clerical	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF • Title II

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: • Title I teachers and ELD Support Teachers will provide strategies for intervention and support targeted students • Teachers will meet regularly to analyze student progress and modify appropriately; grade level meetings; 2-3 time; Student Study Teams • Intervention programs will be provided for targeted students---2-3 time, Homework Club, Homework Support at childcare, SES Tutoring. • Reading Teachers on special assignment provide additional support to teachers and students. • California State Preschool Program	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • EL Support Teachers • Hourly Title I teachers • VCOE-SES • Preschool Coordinator • Administrators • Teachers • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time • Intervention training • SIPPS materials	• Salary percentages of all persons involved, certificated and classified and/or teacher release time and/or stipends	• LCFF • Title I , Title III • CSPP

10. Any additional services tied to student academic needs: • The GATE program provides support in higher level thinking and problem solving for identified and high achieving students • PVEF Robotics • PVEF Lego League • CineMagic • CAO • Speech Tournament • Spelling Bee	• Assistant Superintendent of Curriculum, Assessment and Instruction • Director of Curriculum, Instruction and Assessment • GATE- Teacher on Special Assignment • GATE Cluster Teachers • GATE Site Facilitator • GATE Day Teacher • PVEF • Administrators	• Salary, stipends, and benefits of persons involved	• Salary percentages of all persons involved, certificated and classified and/or teacher release time and/or stipends	• LCFF • PVEF • GATER

Performance Goal 1: (cont'd) All *students will reach high standards, at a minimum, attaining proficiency or better in mathematics.*

Planned Improvement in Student Performance in MATHEMATICS

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
LCAP Goal #2, Increase student achievement in content areas based on state standards assessments and/or state standards aligned local assessments. 1. Alignment of instruction with content standards: • Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as resources and materials become available to	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and	• LCFF • Title I, II, and III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
support State Standards. Purchase and/or develop State Standards aligned district assessments. • Teachers will utilize state standards for instructional planning and alignment of instruction. • Principals will receive additional training on standards and how to coach, supervise and evaluate teachers related to standards-based instruction • Teachers will utilize key/essential standards to guide instruction • Teachers will put standards into student friendly language and post them in classrooms • Teachers will refine and implement standards-based benchmarks/assessments. • Teachers will utilize grade level meetings and collaboration time to align instruction with standards and to meet student needs. • Teachers will use standards-based materials and supplemental materials for instruction. • District will ensure that all new teachers participate in Beginning Teacher Support and Assessment Induction Consortium (BTSA/IC) through Ventura County Office of Education (VCOE), which provides a focus on the content standards. • New teachers in Beginning Teacher Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district.	• Director of Curriculum, Instruction and Assessment • Grade level leaders • Administrators • Teachers • Director of Student Services & Special Education Programs • SE Program Specialists • Teachers on Special Assignment • VCOE:BTSA		classified and/or teacher release time and/or stipends	
2. Use of standards-aligned instructional materials and strategies: • Purchase of Engage New York (K-5) and Houghton Mifflin Harcourt Big Ideas (6-8) standards-based textbooks and manipulatives. • Staff development at district grade level meetings will address strategies that promote better understanding of math concepts, procedures, critical thinking, and mathematical practices. • Continue to use standards-based assessments to measure	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release	• LCFF • Title II, III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
progress and guide instruction. • Student friendly standards will be posted and utilized in every classroom. • Teacher lesson plans will align with the California Common Core State Standards and reflect the standards being taught. • Math instructional time will be a minimum of 60 minutes. • Grade level standards will be given to parents at "Back to School Night" or parent conference. • Specifically Designed Academic Instruction in English (SDAIE) strategies will be used when teaching English Language Learner students (level 3 and above). • Journal writing, manipulatives, and other strategies will be used to develop mathematical understanding. • Ventura County Office of Education (VCOE) Mathematics Content Specialist and other consultants to provide staff development and specific strategies to address grade level needs.	Curriculum, Instruction and Assessment • Grade level leaders • Administrators • Teachers • Teachers on Special Assignment • SSSEPS Staff • VCOE Content Specialists		time and/or stipends	
3. Extended learning time: • Further increase of before/after school tutoring. • GATE and Honors programs have a strong emphasis on higher level math. • Homework Clubs offer the opportunity for students to work on classroom or homework assignments. • Primary Hour (2-3 p.m. time) intervention will be offered for 1st -3rd grade students. • Extended School Year provided for Special Education students who qualify. • Summer School • SES Tutoring	On-going • GATE Facilitators • Administrators • Teachers • Teachers on Special Assignment • VCOE-SES	• Salary, stipends, and benefits of persons involved	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF • Pleasant Valley Educational Foundation • GATER • Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
LCAP Goal #1- Provide students with greater access to technology per state standards requirements. 4. Increased access to technology: • District will provide staff development so that teachers utilize technology components. • District will provide access to the internet to locate interactive math activities. • Each school will provide digital devices/time for student instruction. • Technology standards will be embedded into the math content. • Teachers and staff will be provided staff development opportunities for implementation of technology into instruction. • 1:1 devices grades 6-8 • Purchase technology devices, applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Provide support for integrating instructions technology, professional development and assessment. • Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring. • Provide funding to sites to purchase technology (working towards equity of access) and provide parents training on school technology including: Q, Websites, Social media, digital citizenship, etc. •	On-going • Supervisor of Technology • Curriculum, Instruction and Assessment Department • Grade Level leaders • Technology support at sites • Teachers on Special Assignment • Teachers • Administrators • Students	• Salary, stipends, and benefits of persons involved • Staff time • Software and hardware • Training	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends • Percentage of training costs	• LCFF • Title I, II, III, • Pleasant Valley Educational Foundation • PTA/PTO/ PTSA donations

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: • Staff development will provide high quality training in effective strategies for teaching math. • District grade level meetings will continue to address the pacing and teaching of math concepts. • New teachers participate in BTSA/IC with a focus on math standards. • K-5 teachers and principals will participate in professional development related to implementation of Engage New York adoption. • 6-8 math teachers will work in grade level teams to review alignment, pacing, and post practices relating to current adoption, Houghton Mifflin Harcourt Big Ideas • Grade Level Meetings will include EADMS Training, Q, Grade book, and standards based procedures for implementation. • Addition of a STEM Math Teacher on Special Assignment to support instruction in grades K-8.	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Administrators • Grade Level Leaders • Teachers • SE Program Specialist • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time • Released time • Consultants • Training costs • Training materials	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends • Percentage of training costs	• LCFF • Title II • Title III

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Each school will maintain a School Site Council with staff, parents and community representatives. Middle Schools will incorporate student representatives. Each Council reviews data on overall student assessment results in reading and communicates the results to the entire school community. Site Councils also participate in planning how to improve school reading programs. • All parents will continue to receive information about the adopted academic standards in math for each grade. This information will also be available in Spanish. • Each school will send home, individual state assessment results, with an explanation of how to interpret them. In addition, report cards will be sent home throughout the year. • All parents will be invited to Back to School Nights to provide information about the math program and services available. • K-5 parents will be invited to a parent conference, where the teacher will discuss the math program and individual student assessment results. • The school will provide newsletters so parents can assist in improving their child's achievement in math. • A parent compact that describes how parents, students and school staff will work together to improve student achievement will be revised periodically with parent input. • The schools will provide informational meetings and workshops for parents to promote problem solving and mathematical thinking. • The District and schools will utilize Connect-Ed to communicate with parents on an on-going basis. • The district will develop a pacing guide available to teachers and principals. • District school sites and teachers will maintain a website with pertinent information for parents.	On-going • Curriculum, Instruction and Assessment Dept. • Superintendent • Administrators • Teachers • Director of Student Services & Special Education Programs • SSSEP staff • Parents/guardians	• Salary, stipends, and benefits of persons involved • Staff time • Mailing • Duplication costs	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF • Title III

21

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • As parents enroll their kindergarten children, they will receive a packet of school materials that help them prepare for kindergarten. • Preschools will facilitate the transition to Kindergarten. • Preschool opportunities are integrated into elementary school setting. • Extended School Year for Special Education students requiring additional support. • Community Groups promote activities, such as Camarillo Republican Women's essay contest, AAUW "Women in History", Camarillo Noontime Optimist essay contest , Camarillo Academic Olympics, and PVEF speech contests for our 3rd grade students. • Pleasant Valley's Neighborhoods for Learning program provides early intervention and other programs for young students. • Middle school orientation allows the 5th grade students the opportunity to visit their middle school prior to the beginning of school. • Pupil promotion/retention criteria is clearly communicated to parents/teachers/students (where appropriate). • PVSD will work collaboratively with the Camarillo Public Library to support student homework needs. • Preschool program supports number sense development • Summer school • California State Preschool Program (CSPP) (commences 2016-17)	On-going • Curriculum, Instruction and Assessment Department • Teachers • Community groups • PVNfL • Administrators • PVEF • Camarillo Library media technicians • Director of Student Services & Special Education Programs • Student Services & Special Education Programs staff • Parents/guardians • Preschool Coordinator	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Neighborhoods for Learning funding • Pleasant Valley Educational Foundation funding • LCFF • Title I • CSPP

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

8. Monitoring program effectiveness:
 	
• Ongoing monitoring of student progress
  – Trimester benchmark assessments will assess student mastery of standards
  – Principals at all sites will be involved with classroom observations.
  – The district will participate in the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced Assessment Consortium (SBAC) and California English Language Development (CELDT) Tests.
  – Classroom teachers will regularly assess student mastery of standards by examining student work and assessments; re-teaching will be done as needed.
  – Standards-based report cards will be utilized K-8
  – EADMS will be used to analyze student performance on state and local assessments.
• Ongoing monitoring of program effectiveness
  – Test data and state test results will be used to monitor programs and drive changes in instructional practice when needed.
  – Each site will have a Single Plan for Student Achievement aligned with Local Education Assessment Plan, monitored by the site principal and School Site Council.
	On-going
	
	• Assistant Superintendent of Curriculum, Instruction and Assessment
	• Director of Curriculum, Instruction and Assessment
	• ELA/ELD Coordinator
	• Administrators
	• Teachers
	• School Site Councils
		• Salary, stipends, and benefits of persons involved
		• Staff time
		• Hardware and software
		• Duplication
		• clerical
			• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF
				• Title II

9. Targeting services and programs to lowest-performing student groups: • Title I teachers and ELD Support Teachers will provide strategies for intervention and support targeted students • Teachers will meet regularly to analyze student progress and modify appropriately---grade level meetings, 2-3 time, Student Study Teams • Intervention programs will be provided for targeted students---2-3 time, Homework Club, SES Tutoring • Addition of STEM-Math Teacher on Special Assignment to	On-going • Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved, certificated and classified and/or teacher release time and/or stipends	• LCFF • Title I , Title III • CSPP

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
provide support to teachers and students in grades K-8. • California State Preschool Program (CSPP) (commences in 2016-17)	• ELA/ELD Coordinator • EL Support Teachers • Title I teachers • Teachers • Administrators • Director of Student Services & Special Education Programs • VCOE-SES • Teachers on Special Assignment • Preschool Coordinator			
10. Any additional services tied to student academic needs: • The GATE program provides support in higher level thinking and problem solving for identified and high achieving students • GATE Day • GATE Field Trips • GATE Expert Project/Expert Night • PVEF Robotics • Finance Park • Disney Physics	• GATE Site Facilitators • GATE Coordinator • GATE Day Teacher • Teachers • PVEF • GATER	• Salary, stipends, and benefits of persons involved	• Salary percentages of all persons involved, certificated and classified and/or teacher release time and/or stipends	• LCFF • GATER • PVEF

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

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

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

Allowable Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
	
	a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
	
	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
	
	c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
	
	  ▪ 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);
	
	d. Describe how the LEA will promote parental and community
	
	  participation in LEP programs.
		1a. PVSD currently provides the following basic instructional services to students identified as English learners:
		
		  <u>Structured English Immersion(SEI):</u> Designed for EL students who have been assessed on the CELDT and by local measures and found to be less than reasonably fluent in English (English Language Development(ELD) levels Beginning(B), Early Intermediate(EI) and Intermediate(I)). Students receive daily instruction in standards-based ELD which is directed by on-going ELD assessments to pinpoint student need. Students receive access to the standards-based core content curriculum through teacher implementation of SDAIE methodology. Both ELD and SDAIE are taught by teachers with appropriate state authorizations. Students may receive support in their native language to assure complete understanding and guarantee full access to curriculum.
		
		  <u>English Language Mainstream(EL Main):</u> Designed for EL students who have been assessed on the CELDT and local measures and are found to be reasonably fluent in English (ELD levels Early Advanced(EA) and Advanced(A)). Students receive daily instruction in standards-based ELD which is directed by on-going ELD assessments to pinpoint student need. SDAIE methodology is also used to provide full access to the core content curriculum.
		
		PVSD will use Title 3 funds to provide the following supplemental services to targeted English learners:
		  • Intervention Programs
		    – ELD coaching (including Special Education(SPED)
		    – Professional development
		    – Staff development/parent training in assessment and instruction of English Learners
		    – Purchase supplementary materials

	Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	1b. PVSD has set the following benchmarks for EL students in the area of ELD, reading/language arts and math. ELD growth is monitored by local trimester ELD assessments and CELDT; reading/language arts and math are measured by the CAASPP (SBAC) test.

	Beginning	Early Int	Intermediate	Early Adv.	Adv.	Reclassified
CELDT Level	2nd year	3rd year	4th year	5th year	6th year	6th year
CELDT Level	1st year	2nd year	3 year	4th year	5th year	5th year
CELDT Level		1st year	2nd year	3rd year	4th year	4th year
CELDT Level			1st year	2nd year	3rd year	3rd year
CELDT Level				1st year	2nd year	2nd year
CAASPP (SBAC) ELA	Standard Not Met Level 1	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4	Standard met or exceeded Level 3 or 4
CAASPP (SBAC) Math	Standard Not Met Level 1	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4	Standard met or exceeded Level 3 or 4

PVSD benchmarks are directly aligned to Title III Annual Measurable Achievement Objective (AMAO) – AMAO 1 which expects one level growth each year. Progress on AMAO 2 is monitored by analysis of the Title III AMAO reports from CDE.

PVSD has set the following interim goals for EL students:
ELD/ELA: progress on ELD/ELA listening/speaking standards, as measured by district ELD/ELA trimester benchmark assessments.

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities		ELD/ELA: progress in academic vocabulary development and reading comprehension, as measured by district ELD/ELA trimester assessments, publisher assessments and teacher developed standards-based assessments. ELD/ELA: progress in writing, as measured by the district ELD/ELA trimester assessments, writing program assessments and locally developed standards-based assessments. PVSD uses Title III funds to help students meet the State's annual measurable objectives by: • Providing an ELA/ELD coordinator and EL Support Teachers to support classroom teacher's assessment and academic instruction of English learners on an individual basis. • Providing and ELA/ELD coordinator and EL Support Teachers to provide staff /administrator training to improve site implementation of ELD program assessments and instruction. • Continuing to train EL Support to direct instruction and monitor student progress toward target goals. • Providing professional development that is targeted to instruction and assessment of English learners. • Using benchmarks and analysis directly aligned to the Title III AMAOs.
	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	1c. PVSD is committed to monitoring the academic achievement of EL students. To ensure that EL students are making satisfactory progress, PVSD employs the following monitoring process: **At School Sites:** All EL assessments and student records are maintained in students' cumulative files at each site. In part, the records provide: • A record of academic progress for each student. • A record of progress in English language acquisition (ELAR) • Authentic samples of student work in portfolio. A Language Appraisal Team (LAT) is established at each site. Members of the LAT meet regularly to discuss EL progress and/or concerns and prescribe intervention support when needed. LAT team generally involves the site principal, lead teachers with EL authorization, and site health staff. Each site Single Plan for Student Achievement addresses the language and academic needs

	Description of how the LEA is meeting or plans to meet this requirement.
	of EL students.
	Principals monitor the placement of EL students with authorized teachers, evaluate teacher implementation of ELD instruction and SDAIE methodology, schedule and attend regular ELPAC meetings and ensure implementation of district *Comprehensive Plan for English Learners.*
	Principals review site EL program and students with District ELA/ELD Coordinator at least bi-annually.
	At District Level: District Monitoring System
	The responsibility for monitoring and documenting the implementation of the *PVSD Comprehensive Plan for English Learners,* resolving compliance issues, and determining the effectiveness of program models is outlined in the District Accountability Plan that follows.
	An annual report on English Learners and former English Learners will be presented to the Pleasant Valley School District Board of Trustees and, if requested, to the California Department of Education.

Pleasant Valley School District
Accountability Plan

The successful implementation of the **Comprehensive Plan for English Learners** *depends upon the support and attention of all members of the Pleasant Valley School District community.*

Responsibility	*Task*
Student	– *Attends school daily and works for high achievement* – *Participates fully in school activities.* – *Communicates regularly with parents and teachers.*
Parent	- Monitors student's progress, academics, attendance, and behavior. - Communicates regularly with teachers and school. - Attends parent conferences and school functions. - Participates on school committees-ELPAC, SSC, etc.
Classroom Teacher	- *Implement specific EL programs as described in this plan and provide instruction that meets state and district standards.* - Monitors EL student's progress. - Ensures delivery of appropriate ELD. - Advocates for support services for students not meeting standards and benchmarks, or who may be "at risk". - Uses data to modify instruction. - Determines successful program strategies. - Determines alternative strategies for students not meeting standards. - Informs a parent of student's progress.
Instructional Aide	- *Provides support in core academic areas.* - *Attends regularly all trainings and in-services for instructional aides.* - *Supports implementation of the Comprehensive Plan for EL.*
English Language Coordinator	- *Provides support in English Language Development.* - *Provides support with SDAIE methodology.* - *Monitors EL student progress.* - *Assists with student testing.* – *Provides ongoing staff development and consultation at all school sites.* – *Works with principals in the development and implementation of English learner instructional programs appropriate for the respective school population and adhering to compliance requirements.* – *Develops and/or revises the Comprehensive Plan for English Learners.* – *Provides staff development and technical assistance to all levels of the district in the implementation of the Comprehensive Plan for English Learners.* – *Designs and implements a professional development program for teachers of English learners and those seeking authorization.* – *Delivers, supports and monitors the implementation of the Comprehensive Plan and instructional programs for English learners.* – *Conducts internal evaluations, maintain accurate data, and assist in external evaluations.* – *Hires, supervises and evaluates staff.* – *Develops and manages all program budgets.* – *Generates school, county and state required reports.* – *Leads the district in issues of equity, cultural awareness and diversity.*

English Language Coordinator (cont'd)	– *Organizes the process and procedures for identifying, testing and documenting EL students, including primary language assessment and reclassification.* – *Coordinates annual state required testing of EL students including the CELDT and CAASPP* – *Monitors site documentation of EL students through cumulative record reviews.* – *Provides support to sites through staff development and individual consultation.* – *Supervises student data collection.* – *Assists in software selection and provides technical/instructional support for use.*
Site Principal	– *Monitors procedures and legal requirements at the school.* – *Monitors student placement.* – *Monitors implementation of Comprehensive Plan by teachers.* – *Monitors student records.* – *Organizes school plan for providing inclusive services to EL students.* – *Assists in data collection.* – *Reviews school/classroom data; shares data with staff.* – *Meets with staff to determine program effectiveness.* – *Identifies program models and modifications needed.* – *Informs parents, in a language they understand, of program results and resources to address student needs.* – *Organizes and participates on site ELPAC.*
Director Student Services and Special Education Programs	– *IEP, inclusion of ELD goals* – *Supervision of ELD instruction* – *Reclassification of SPED*
Assistant Superintendent of Curriculum, Instruction and Assessment	– *Manages fund allocations.*
Director of Human Resources (certificated)	– *Monitors appropriate credentials of personnel.* – *Monitors progress of staff on plans to obtain authorizations.* – *Monitors placement of certificated EL staff.*
Director of Human Resources (classified)	– *Monitors hiring of bilingual instructional aides and all clerical.* – *Develops appropriate ability testing for instructional aide and clerical positions.*
Director of Curriculum, Instruction and Assessment	– *Leads all departments under the direction of the Assistant Superintendent of Curriculum, Instruction and Assessment in implementing and supporting the instructional programs for English learners in the schools* – *Monitors the implementation of English learner instructional programs* – *Monitors adherence to the Comprehensive Plan for English Learners* – *Evaluates the job performance of the site principals as to the extent to which English learner instructional programs have been supported and/or implemented in their area of authority, to include the activity of the Language Appraisal Teams and parent councils.* – *Provides assistance to ELA/ELD Coordinator.*

Superintendent	– *Evaluates principals on program implementation and accountability.* – *Evaluates the implementation of district wide goals: implementation of the Comprehensive Plan, student achievement, professional development, and school safety.*
Board of Trustees	– *Evaluates the superintendent on program implementation and accountability.*

Self-Monitoring for Compliance

Pleasant Valley School District uses ongoing monitoring for compliance to confirm English Learners are receiving the appropriate services as required by law.

√ **The school site will:**
- Ensure appropriate placement of staff
- Have a Home Language Survey (HLS) in cum for _every_ student
- Maintain copies of all parent communication
- Provide high quality standards-based instruction for EL students
- Ensure access to regular academic core for all EL students
- Provide support services to EL students as needed
- Follow district guidelines for parental exception waivers to alternative program model
- Monitor progress of EL and former EL (RFEP) through use of Language Appraisal Team (LAT)
- Establish and maintain an English Learner Parent Advisory Committee (ELPAC) as required

√ **The district will:**
- Use, as a guide, the Ongoing Program Self Evaluation Tool (OPSET) and Education Code
- Assist sites in identification, assessment and recommend placement for EL and former EL (RFEP)
- Maintain accurate data, monitor progress and evaluate all programs designed for EL students
- Establish policy and procedure for parental exception waivers, reclassification, intervention, retention and parent request for withdrawal from programs.
- Support site LAT
- Establish and guide District English Learner Parent Advisory Committee (DELPAC)
- Provide high quality staff development in cultural, social and academic areas of need for enhanced program support

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

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

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

Allowable Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
	
	   d. Describe how the LEA will promote parental and community participation in LEP programs.
		1d. PVSD welcomes and encourages parent and community involvement through parent councils and committees, opportunities to volunteer in a classroom, student presentations and cultural events. In order for parents of English Learners to participate fully, they must be well informed in a language they can understand of all site and district activities, policies and procedures that directly affect their children. In addition, parents are encouraged to participate in all committees that exist to advise the local governing board, school site staff, and district office personnel on programs and services for English Learners. All sites meeting state criteria have a properly constituted English Learner Parent Advisory Committee (ELPAC). Each site required to have an ELPAC has a parent representative on the District English Learner Parent Advisory Committee (DELPAC). Leadership training is offered for DELPAC members.
		
		Parents and community members participate in programs for English learners in some of the following ways:.
		
		  - DELPAC/ELPAC
		  - School Site Council
		  - Superintendent's Round Table
		  - Site Parent programs

Allowable Activities	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:
	
	  • English proficiency; and
	  • Academic achievement in the core academic subjects
		2. PVSD offers daily ELD and SDAIE language instruction in the core academic subjects in our SEI, EL Mainstream and alternative programs for EL students. Program goals promote high expectations for student success. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing assessment of student progress takes place at least quarterly in the classroom. PVSD is committed to providing high quality, scientifically based language instruction. Funds are used to provide :

continued	Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	- The EL program provides support at every site. Staff provide professional development, do classroom observations, demonstrate model lessons and work individually with teachers to provide feedback and review student assessments and other teacher/student needs. The EL Support Teachers hold authorization to teach ELs and have additional training in ELD and SDAIE instruction. - LAT teams meet regularly to review EL students. They discuss student work, progress, behavior and other issues. Students may be recommended by the LAT for reclassification, GATE, and/or special education assessment. All EL students at all ELD levels receive daily, targeted instruction based on analysis of ongoing district ELD assessments. Teachers in Grades K-5 currently use the Benchmark Advance ELA/ELD Program and supplemental materials as needed. Language Arts teachers in Grades 6-8 currently use Houghton Mifflin Harcourt Collections and supplemental materials as needed. ELD, at all grades, is taught by an authorized teacher. Both K-5 and 6-8 ELA/ELD programs provide instruction for integrated and designated ELD. Additional supplementary materials for ELD include: *Oxford Picture Dictionary* (K-3) and *OPD Content Dictionary* (4-6). Each EL student is able to access the core content through specially designed academic instruction in English (SDAIE). EL students are placed with teachers holding an authorization to teach using SDAIE methodology. Title III funds will enhance the instructional program for EL's by providing: - ELA/ELD Coordinator, with assistance of EL Support Teachers, will guide site conversations and research science-based proven methodologies and materials that meet EL student needs. - Supplemental language arts materials, particularly for EL students at Beginning-Intermediate levels of English, to support the state-adopted ELA series. Training for teachers in science-based methodologies and ongoing assessment.

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

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
  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.
	3. In order for administrators, teachers, parents and community members to meet the needs of EL students, they must continue to develop proficiency in working with linguistically diverse populations. Professional development opportunities in PVSD offers instruction in :
	• Development of skills in using strategies (metacognitive/metalinguistic) in instruction;
	• Differentiation of instruction for culturally and/or linguistically diverse groups.
	• Science- based best practices for literacy instruction specifically in vocabulary development, reading comprehension and writing.
	• Using data to direct and evaluate teaching;
	• Implementation of adopted curriculum and state content standards
	• Lucy Calkins Writing Units of Study

	Yes or No	
4. Upgrade program objectives and effective instruction strategies.	YES	**If yes, describe:** The EL program provides regular opportunity at the classroom and school site levels to promote the use of effective instruction strategies for ELs.

5. Provide –
  a. tutorials and academic or vocational education for LEP students; and
  b. intensified instruction.
	NO	**If yes, describe:**

6. Develop and implement programs that are coordinated with other relevant programs and services.	YES	**If yes, describe:** Title III funds and related program activities are coordinated with several other categorical program funds, as well as LCFF funds.

7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** **YES**	**If yes, describe:** PVSD has developed and implemented TK-8 ELD trimester assessments that are required for every EL student. Title III funds may be used to support the ongoing development of the assessments and of the English Learner Assessment Record (ELAR) that will provide a descriptive record of student's progress over time. The ELAR will be reviewed by each site administrator on a regular basis to assure student needs are being met. District staff will meet on an ongoing basis to accomplish these tasks.

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –
  o To improve English language skills of LEP children; and
  o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
	Yes or No
	
	YES
		If yes, describe:
		The EL program is designed as a complete support to school sites which includes the parent community. The ELA/ELD Coordinator and EL support teachers present at parent workshops, participate in LAT, SST and IEP meetings, and are involved at other site events at the request of the site administrator.

9. Improve the instruction of LEP children by providing for –
  o The acquisition or development of educational technology or instructional materials
  o Access to, and participation in, electronic networks for materials, training, and communication; and
  o Incorporation of the above resources into curricula and programs.
	Yes or No
	
	YES
		If yes, describe:
		The newly adopted ELA/ELD Language Arts materials include, both integrated and designated ELD instruction components. Access to applications and programs via technology devices are available to use as best determined by the classroom teachers based on student need.

10. Other activities consistent with Title III.	**Yes or No** **NO**	**If yes, describe:**

Performance Goal 3: *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
❖ Pleasant Valley School District has developed and implemented hiring practices that include comprehensive recruitment efforts to expand the applicant pool. On average PVSD receives 75 applications for each position. Careful screening of applicants ensures that PVSD hires the most qualified applicants. ❖ 2015-16 applicant data: 　○ Multiple Subject- 79 　○ Special Education- 17 　○ Science- 8 　○ PE- 3 　○ English- 6 　○ History- 12 　○ Math- 8 ❖ 100% of the teachers are fully credentialed. ❖ 34% of the teachers have a Master's degree ❖ PVSD has an experienced teaching staff. District-wide, the average number of years of teaching is 11.55. ❖ 100% of all teachers have certification to teach English learners. ❖ PVSD has an average of 100% new teachers each year who receive induction through an exemplary Beginning Teacher Support and Assessment program	❖ Develop comprehensive, district wide paraprofessional training. ❖ Develop teacher training for homework policy, grading policy, student self-assessment, common core standards, EADMS assessment, and literacy and math skills. ❖ Support administration training for instructional leadership and professional learning communities. ❖ Continue training and support of Lucy Calkins Writing Units of Study as our comprehensive writing program with appropriate grade level staff development. ❖ Increase technological proficiency of teachers, principals and paraprofessionals, including the implementation of the Technology Plan. ❖ Provide on-going training for new textbook adoptions. ❖ Continue to provide GATE training and certification ❖ Continue to provide opportunities to attend workshops and conferences for all TK-8 teachers. ❖ Continue to provide training and coaching for effective instruction of English Learners.

Performance Goal 3: A*ll students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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:
 	
• Principals will receive additional training on content core standards and the "RtI" mode to coach, supervise and evaluate teachers related to standards-based instruction with a tiered approach to intervention and differentiated learning.
 	
• Teachers will receive additional training and will work collaboratively on a regular, ongoing basis, to cluster Common Core Standards around important concepts, and develop appropriate instruction.
 	
• Teachers will create models to implement Common Core Standards.
 	
• Teachers will meet together regularly to analyze data from state and district standards-based assessments and use the results to differentiate curriculum, create instructional materials, and develop instructional practices.
 	
• Professional development activities will support teachers' implementation of state-adopted materials aligned with CA student content standards including:
  - Publisher training on materials
  - PVSD and VCOE workshops
  - Regularly scheduled grade level team meetings to plan common assessments and analyze student work
  - Team meetings to streamline implementation
 	
• The District's Grade Level Leaders will conduct yearly needs assessment of teachers and principals considering criteria for "highly
	• Assistant Superintendent of Curriculum, Instruction and Assessment
	• Director of Curriculum, Instruction and Assessment
	• Administrators
	• Grade level leaders
	• Teachers
	• Director of Student Services & Special Education Programs
	• Teachers on Special Assignment
		• Salary, stipends, and benefits of persons involved
		• Staff time
			• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• LCFF
				• Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
qualified" and trends in data on state and local assessments of student progress in relation to State content standards and the implementation of the Common Core Standards. School and district professional development goals will be created to enable district staff to support all students in achieving proficiency in reading and mathematics. Professional development activities will be designed and selected based on staff strengths and needs demonstrated in student achievement results. The "RtI" model will provide areas of focus for staff development.				
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: • The latest research for effective teaching and learning drives the content for staff development. • Continue to build "Professional Learning Communities" and refine PVSD's "Response to Intervention" model. • Provide strategies for differentiation to implement RtI to implement a solid, research based program.	• Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Administrators • Teachers on Special Assignment • Grade level leaders • Teachers • Director of Student Services & Special Education Programs • Program Specialists, SPED			• Title I, III • LCFF
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: In designing and then assessing the impact of the professional development	• Assistant Superintendent of Curriculum, Instruction and Assessment	• Salary, stipends, and benefits of persons involved	• Salary percentages of all persons involved certificated and	• Title II • LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
system, the Teacher Leadership Teams and Principal's Curriculum Team will concentrate on: (1) How well does it focus on students meeting/exceeding standards through the use of State-adopted/ standards-based materials and formative assessments? (2) How closely related to the instructional work of teachers is the professional development? (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, socioeconomically disadvantaged students)? (5) How well integrated are instructional materials and intervention approaches? Examination of student results school wide and disaggregated by subgroups will be the primary measure of the effectiveness of professional development activities.	• Director of Curriculum, Instruction and Assessment • Administrators • ELA/ELD Coordinator • Teachers on Special Assignment • Grade level leaders • Teachers • SELPA staff • Director of Student Services & Special Education Programs • Program Specialists, SPED	• Staff time	classified and/or teacher release time and/or stipends	

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:
 	
Activities authorized under Title II, part A, Subpart 2 are professional development activities that
 	
(A) improve the knowledge of teachers and principals concerning:
 	
   (i) academic subjects and
 	
   (ii) effective instructional strategies and the use of State content Common Core and academic achievement standards and State and National assessments and
 	
(B) improve the knowledge of teachers and principals concerning instructional practices and that
	• Assistant Superintendent of Curriculum, Instruction and Assessment
	• Director of Curriculum, Instruction and Assessment
	• Director of Human Resources
	• Director of Student Services & Special
		• Salary, stipends, and benefits of persons involved
		• Staff time
			• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title 1, II & III
				• LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

(i)   involve collaborative groups of teachers and administrators,
 	
    (ii)   provide training on how to address the needs of students with different learning styles and students with disabilities/special needs (including GATE and English Learners);
 	
    (iii) provide training on methods of improving student behavior and identifying early and appropriate interventions;
 	
    (iv) provide training for all sites using "champs" as a behavior model.
 	
    (v)   provide training to enable teachers and principals to involve parents in their child's education, especially parents of English Learners and immigrant children; and
 	
    (vi) provide training on using data to improve classroom practice and student learning including EADMS reports .
 	
• The District Leadership Teams (Senate, Writing, Language Arts, Math, Technology, Maker Group, EL) and Principal's Curriculum Team will ensure that professional development activities are coordinated to address the highest priority staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers implement standards-based curriculum, instructional practices, and assessment and to use data to understand the strengths and needs of the student populations in their classes. Classroom management, interventions, and working successfully with students' families, and other topics required by funding sources will be addressed within the larger context of improving instruction to ensure that all students meet or exceed State content standards.
 	
• New teachers in Beginning Teacher Support and Assessment year one and two programs will have fees, release days and support mentors provided by the district.
	Education Programs
	• Administrators
	• Teachers
	• Grade level leaders			

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: • Teachers will use collaboration time to plan and coordinate the teaching and assessing of standards in the strands/subject matter areas				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
of most needed improvement. • Teacher collaboration time will focus on selecting benchmark assessments for standards, joint review of student work on those assessments, and development of strategies for improved intervention models. • Staff development will focus on learning about core research-based practices and standards-based instructional materials in the strands/subject matter areas of most needed improvement. • Teachers will meet regularly to analyze data from state and local standards-based assessments and use the results to make changes to curriculum, instructional materials, and instructional practices. • Teachers will receive additional training in instructional strategies that scientific research shows can meet the needs of low achieving students at risk of not meeting state content standards. Teachers will also receive classroom-level support, including coaching, mentoring, and team planning to implement new strategies. • Eligible teachers will participate in an approved professional induction program CULTURE related to instruction… • Principals' professional development will enhance the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district. • All teachers, principals, and instructional aides will complete a written needs assessment. Results will be analyzed by the District Leadership Teams and Principal's Curriculum yearly to identify areas of focus for professional development activities.	• Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Director of Student Services & Special Education Programs • Administrators • District Leadership Teams • Teachers • SSC • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title I, II, III • LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Each School Site Council (including teachers, paraprofessionals, principals, other school personnel, and parents) will analyze disaggregated student achievement data to develop the Single Plan for Student Achievement. The SPSA includes action plans to improve the achievement of all students in reading and mathematics, including related professional development selected to address areas of student need based on student data. These plans will be analyzed to identify which needs recurred across different sites and which were site specific.				
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: *Title 2, D funding was discontinued in 2006-07 however; the Technology Plan continues to guide professional development for teachers. Funding for professional development in this area will be supported by other existing funds.* Provide additional technology, access, and staffing support to target populations including training and support to teachers and parents.	• Assistant Superintendent of Curriculum, Instruction and assessment • Director of Curriculum, Instruction and Assessment • Director of Student Services & Special Education Program • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title II • LCFF
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers and administrators will be provided in the effective use of technology. LCAP Goal #1: Provide students with greater access to technology per state standards requirement.				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• 100% of the district's classrooms are networked with Internet access. • The District personalized PD program, PV Journey, provides professional development on the effective use of technology to support standards-based practices and is available to all staff (Teachers, Administrators, IAs, etc.) • Purchase technology devices, applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment and Instructional Aides to support technology in classrooms and maker spaces. Provide support for integrating instructional technology, professional development and assessment. • Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring. • Provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Q, Websites, Social media, digital citizenship, etc.	• Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Technology & Information Systems Dept. staff • Teachers on Special Assignment • Administrators • Director of Student Services & Special Education Programs • Instructional Assistants • Teachers	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title II • LCFF
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: • The District Leadership Teams are comprised of teachers and district staff. The Principal's Curriculum Committee is comprised of principals and district staff. • All teachers, principals, and instructional aides will complete a written needs assessment. Results will be analyzed to identify areas of yearly focus for professional development activities. • Each School Site Council (including teachers, instructional assistants,	• Assistant Superintendent of Curriculum, Instruction and Assessment • Director of Curriculum, Instruction and Assessment • Administrators • Director of Student	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title II • LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
principals, other school personnel, and parents) will analyze disaggregated student achievement data to develop the Single Plan for Student Achievement. The SPSA includes action plans to improve the achievement of all students in reading and mathematics, including related professional development selected to address areas of student need based on student achievement data. These plans will be analyzed to identify which needs recurred across different sites and which were site specific.	Services & Special Education Programs • Teachers • Instructional Assistants • Parents • Teachers on Special Assignment			
9. How the LEA will provide training to enable teachers to: ♦ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ▪ ELA/ELD Coordinator, EL Support Teachers ▪ Staff development days – special ed., EL, GATE sessions ▪ Staff meetings ▪ GATE advisory meetings / GATER Meetings ▪ BTSA/IC ▪ Special Education Local Plan Area (SELPA) Community Advisory Council (CAC) ▪ GATE Certification ▪ GATE TOSA ▪ Teachers on Special Assignment ♦ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ▪ Classroom Organization and Management Programs ▪ Student Study Team (SST) ▪ CHAMPS ▪ NCPI ▪ 40 Developmental Assets ♦ Involve parents in their child's education ▪ Program Specialists/Psychologists will work with parents and teachers regarding how to work with special needs students	• Assistant Superintendent of Curriculum, Instruction and Assessment • GATE staff • Special Ed. • SELPA • Director of Curriculum, Instruction and Assessment • Director of Student Services & Special Education Programs • Administrators • Teachers • School Resource Officer • Teachers on Special Assignment	• Salary, stipends, and benefits of persons involved • Staff time	• Salary percentages of all persons involved certificated and classified and/or teacher release time and/or stipends	• Title I, II & III • LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
▪ Working with linguistically and culturally diverse families ▪ Effective strategies for parent conferencing ▪ Counselors ▪ Deans ♦ Understand and use data and assessments to improve classroom practice and student learning. ▪ Staff development days ▪ Use technology to compile & assess student needs ▪ Teachers on Special Assignment/EL Support Teachers provide site level and one-one training • Teacher collaboration time will focus on selecting benchmark assessments for state standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families. • Staff development days and after school sessions will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvements. They include planning for addressing diverse student needs, student behavior management, and communicating with families. • Principals' professional development will emphasize the leaders' roles in supporting standards implementation, and organization and management for continuous improvement. Additional topics will include analyzing student data, behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district. Additional support will be provided for new principals.	• ELA/ELD Coordinator • EL Support Teachers			
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: **Highly Qualified Teachers:** 1) Title II funds will be used **to increase the percentage of teachers receiving high-quality professional development.** All teachers will		Every teacher in PVSD is authorized to teach ELs		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
participate in ongoing, intensive job-embedded professional development activities described in elements 1- 9 above of this section that are designed to increase their ability to implement standards-based instruction and to use effective instructional strategies to meet the needs of all students. **Qualified paraprofessionals:** 1) 100% of paraprofessionals (instructional assistants) meet the qualifications in Sec.1119 through their educational background or the successful passage of a proficiency test. The Pleasant Valley School District tests paraprofessionals' knowledge of subject matter and their ability to help students learn. All existing paraprofessionals who do not meet the requirements through education take the test. The district offers assistance in test preparation and/or meeting the educational background requirements through printed support materials, tutorials, and referral to community college coursework.				

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
LCAP Goal #3- Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey and/or local survey. The district has a coordinated school health program that includes… • Health education • Health services • Psychological & counseling services • Health promotion for staff • Physical education program • Nutrition services (e.g., hot lunch, breakfast program) • Healthy school environment • Parent & community involvement • Parents needs Survey annually • Wellness Policy & District Wellness Committee • Locally developed health curriculum • Clubs at middle school campuses • PE Teacher for 4th and 5th grades Implementation of standards based grading program which accurately reflects student achievement. The overwhelming majority of students report feeling safe in school. • All schools have closed campuses; • Access to school is fully controlled at all sites with locked gates;	School based activities to provide students with opportunities for meaningful participation in school and to increase the percentage of students who feel connected to the school: • Homework clubs • Mentors • Project Based Learning • Increase training for counselors and teachers • Increased clubs at middle school campuses Continue to identify and implement strategies that create confident and successful students such as: • Building on science-based effective classroom strategies; • Continue to refine the homework policy so it reflects the needs of all students; • Involve students in the grading process, scheduling, academic support, school environment, and the creation of school rules; • Increase student leadership and participation in school, community, and world problem-solving activities; • Increase power and decision making of student government; • Increase efforts to seek parent input • Increase promotion of parent participation

STRENGTHS	NEEDS

• Visitors are required to sign in and wear a name / identification badge;
 	
• Telephones are available in all classrooms;
 	
• Campus supervisors carry 2-way radios when monitor grounds;
 	
• Disaster plans and training in place at all school sites and at district level;
 	
• Every school has a Safe School Plan that is revised biannually based on the data provided in the CHKS;
 	
• District maintains a crisis team;
 	
• School staff trained in crisis response;
 	
• Dress codes in place to control alcohol, drugs, and tobacco messages, gang regalia and hate symbols;
 	
• Clubs at middle school campuses
 	
• Counselors assigned to all schools:
 	
    o To support the social/emotional development and well-being of students
 	
    o To identify and monitor academics of at risk students;
 	
    o To identify and monitor students potentially at risk for tobacco, alcohol and drug use and to intervene with preventative measures;
 	
• School resource officer visits school sites on a regular basis;
 	
• Each school has a well-articulated discipline policy; and
 	
• Each school has a parent/student/teacher compact, which is completed annually.
 	
• Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space.
	• Decrease student suspension rates
	
	• Decrease student expulsion rates
	
	• Increase school attendance rates
	
	• Decrease chronic absenteeism rates
	
	• Maintain Middle School dropout rates

STRENGTHS	NEEDS
Continue safety training and emergency bin prep.	

Student study teams assist in reviewing student needs to enhance achievement:

- SST referral and identification process uses the Student Success Team Review Model;

- Identify early warning signs of violence, tobacco and alcohol and/or other drug use;

- Address behavior concerns;

- Identify those who are at risk;

- Identify those who are experiencing academic difficulties;

- Review progress of second language learners (LAT-language appraisal team); and

- Identify those who may be gifted and talented.

School Attendance Review Board (SARB):

- Supports early intervention for students with attendance problems; and

- Links parents with appropriate community support agencies.

Parents are involved with the district:

- Active parent/teacher organizations (e.g., PTO, PTA, PTC) on all sites;

- Parent volunteers on all sites;

- Parents attend and help supervise school functions;

- Parents participate in governance of the school;
    - o school site councils
    - o steering and safety committees
    - o ELPAC- English Learner Parent Advisory Committee

- Parents participate on district committees;
    - o Superintendent's Round Table

STRENGTHS	NEEDS

o Wellness
    o GATE Advisory (GATER)
    o DELPAC
    o PVEF (Pleasant Valley Education Foundation)
    o LCAP Stakeholder Committee
    o Anti-bullying
    o Safety
 	
• Parents receive annual notification of their "Rights and Responsibilities;" and
 	
• Communication is provided in a language parents can understand, as much as is feasible, and is practical.
 	
Students and teachers have access to educational technology:
 	
• All classrooms, and offices have network access;
 	
• All 6-8 grade students have 1:1 Chromebooks.
 	
• All campuses have at least a 1:2 ratio of electronic devices, desk top computers, iPads, laptops, and/or Chromebooks)
 	
• District technology department provides support to all school sites.
 	
• On-line access to Overdrive digital library
 	
• All school sites have web sites; and
 	
• Attendance, health, behavior, suspension, and expulsion data is maintained on the district student information system (SIS).	

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

Research validated curriculum will be taught at all grade levels. Teachers will receive ongoing training:
  - o Project Alert (6-8)
  - o CHAMPS, Safe and Civil Schools Program, 40 Development Assets

A variety of before and after school programs operate within the district to engage students with a variety of needs and interests. These include homework centers, tutoring and intervention programs, athletic activities, visual and performing arts, etc.

The school resource officer will provide on-going training and support.

See appendix for Board Policy on student behavior

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

Incidents of alcohol, tobacco, and other drug use is extremely low throughout the district:
• Low number of suspensions and expulsions related to ATODV; and
• Students report low experimentation of ATODV on the CHKS.
 	
Most of the identified interventions that have demonstrated protective factors and positive effects on risk factors for young people are in place:
• Small schools;
• CSR
  o Kindergarten 24:1
  o Grades 1-3 24:1
• Continuous assessment;
• Early intervention;
• Cooperative learning;
• Tutoring programs;
• Computer assisted instruction;
• Diagnostic and prescriptive intensive programs;
• Grouping of students by ability within classes within elementary school;
• Multi-age grouping;
• Consistent classroom behavior management;
• Monitoring and reinforcing;
  o School attendance
  o Academic progress
  o School behavior
• Parent training;
• Student and family counseling;
• Digital Citizenship Lessons in grades K-8
• Bullying Committee
• Reading Intervention
Teachers on Special Assignment
	Study to formulate a district passive consent policy for seventh grade students in order to increase participation on the CHKS and provide more valid results for the district.
	
	School community forum to discuss issues of bullying and hate – related incidences.

Emergency communication systems
   • 2-way radios
   • Telephones in every classroom
   • Emergency phone line at each school
   • Connect-Ed
There is on-going data collection on ATODV through
   • CHKS
   • District survey
   • Items stored in the Student Information System (SIS) (attendance, behavior, suspensions, and expulsions)
   • Crime incidents
   • Insurance claims
   • Monthly Safety Drills: Fire, Earthquake and Lock Down	

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: Spring 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 1% 7th 1%	5th 1 % 7th 1 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 0%	7th 0%
The percentage of students that have used marijuana will **decrease** biennially by:	7th 4 %	7th 2%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 6 %	7th 3 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 1 %	7th 1 %
The percentage of students that feel very safe at school will **increase** biennially by:	5th 60 % 7th 24 %	5th 5 % 7th 5 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by .5% 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.	28%	15.5 %
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: Spring 2010 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:	5th 63 % 7th 59 %	5th 5 % 7th 5 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 66 % 7th 68 %	5th 5 % 7th 5 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 34 % 7th 49 %	5th 10 % 7th 10 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 55 % 7th 67 %	5th 10 % 7th 10 %

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project ALERT	ATOD	6-8	2,200	Existing	On-going	On-going

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
x	After School Programs	ATODV	6-8
x	Conflict Mediation/Resolution	V	4-8
x	Early Intervention and Counseling	ATOD	K-8

57

	Environmental Strategies		
x	Family and Community Collaboration	ATODV	K-8
	Media Literacy and Advocacy		
x	Mentoring	ATODV	5-8
x	Peer-Helping and Peer Leaders	ATODV	K-8
x	Positive Alternatives	ATOD	6-8
x	School Policies	ATODV	K-8
x	Service-Learning/Community Service (Jr. Optimist Clubs & ASB)	ATOD	K-8
x	Student Assistance Programs	ATOD	K-8
x	Tobacco-Use Cessation	T	6
x	Youth Development Caring Schools Caring Classrooms	ATODV	K-8
x	Other Activities Digital Citizenship	ATODV	K-8

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

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

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

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

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

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

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

The district reviewed data from a variety of sources to determine student needs. The programs were selected to address these needs after consultation with the County SDFS Coordinator and a review of science based programs by a committee of counselors, nurses, administrators, and curriculum leaders.

Project ALERT was selected for the middle school because it has been used effectively in the district for several years. Teachers are trained, and student data indicates that students are benefiting from the program. This program addresses the issues of drug alcohol abuse and can be credited to keeping incidences of drug/alcohol use very low in PVSD.

The activities selected from Appendix D are intended to supplement and extend the content and lessons in the district ATODV curriculum. The selection of these activities is based on data collected from the above listed sources. The activities which will be added or expanded are those which target concerns with peer relationships or making healthy lifestyle choices as well as those that address issues of bullying, harassment, fighting, developing development assets, nutrition, and exercise. These areas of concern are based on evidence documented on the CHKS as well as in information from behavior referrals, site referrals, and from local law enforcement.

In addition to the selected programs, each school provides activities based on identified needs such as after school programs, conflict mediation/resolution, family and community collaboration, and mentoring.

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

The district conducted the CHKS in 2015-16 and will continue to use it bi-annually as required. Data regarding truancy, suspension, expulsions, and other behavior concerns will be gathered from the student information system.

The school resource officer will provide information regarding incidents related to ATODV and assist in identifying other ATODV related needs of students, parents, and the community.

All information will be analyzed by the coordinator with assistance from the Departments of Curriculum, Instruction and Assessment and Student Services & Special Education Programs. District and site level needs will be reported to the school board and site administrators. This information will be used to refine, improve, and strengthen the program.

The district obtained a three year grant in the amount of $15,498 in 2015 to continue to implement California Healthy Kids Survey and provide TUPE programs.

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.

CHKS data has been collected since 2000. The 2002 data serves as the baseline. Annual date will be used to identify trends and ongoing needs.

All data will be analyzed annually by the SDFS/TUPE coordinator with assistance from the Departments of Curriculum, Instruction and Assessment and Student Services & Special Education Programs and a written report which will be presented to the School Board. This report will also be presented to the district management team and to the Superintendent's Round Table which includes representatives from all parent/teacher organizations and the community.

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])

After a careful analysis of the CHKS and the information in the Student Information System (SIS) the district management team determined the area of greatest need in the Pleasant Valley School District is in the area of school connectedness. We will continue to use Project Alert at the 6-8th grade level and the district Wellness Policy. Lunchtime clubs have also been developed at the middle schools to support connectedness.

All schools will continue to implement Safe and Civil Schools Program "CHAMPS."

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

The Curriculum, Instruction and Assessment Department assures articulation and coordinates activities among the following: District Safety and Wellness Committee, City of Camarillo Police Department, Ventura County Office of Education, Ventura County Behavioral Health, YMCA, various parent groups and Pleasant Valley Neighborhoods for Learning (PVNFL) (First Five), Boys & Girls Club, and Jr. Optimist program.

A district leadership team comprised of members from all funded programs meets to align the goals of all programs and ensure best practices in teaching strategies and the promotion of highly qualified teachers as described in the LCAP.

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

Parents are an integral part of the Pleasant Valley School District. Parents participate at site, district, community, and state levels. Parent involvement is delineated at the beginning of this section as one of the strengths of the district.

Parents participate on a wide variety of district committees, volunteer to help on all school sites, attend and supervise school activities, participate in the governance of the school, and are involved in all aspects of the school community.

Parents serve as members on the "LEAP/LCAP" review committee.

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.

TUPE funding has been obtained to implement California Healthy Kids Survey.

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

Position/Title	Full time equivalent

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	PVSD elects to use the number of children eligible for Free/Reduced Price Lunch programs as the low–income measure to identify schools eligible for Title 1 funding. This count is based on annual eligible applicants and is maintained by the Foods Services Office.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	Schools are ranked in order of poverty level (greatest to least) and served in that order as funding allows. Title I schools for 2016-17 are Dos Caminos Elementary, Pleasant Valley School of Engineering and Arts, and Las Posas Elementary.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early	Schoolwide programs (SWP) will develop plans during the 2016-2017 school year for all Title I schools. Title I schools in year 3 have developed a 3-year plan for school improvement. • CSPP at 3 Title 1 schools All components are addressed as described.

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

	Description of how the LEA is meeting or plans to meet this requirement:
childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Title I schools have implemented intervention strategies for teaching literacy and math. All staff is provided ongoing training including Fountas and Pinnell Leveled Literacy Intervention and the California Reading Literacy Project Foundational Skills, Engage New York, and best practices. All schools provide at least 3 parent education workshops. All schools encourage parent participation and have parent, student, school compacts. All staff are "highly" qualified. Schools provide after school tutoring and extended learning time. Schools provide hourly Title 1 teachers in a "push-in" setting to provide intervention within the classroom. Year 3 PI schools provide teachers with staff development in RtI2. Primary Hour extends learning for Title 1 students. Reading Teachers on Special Assignment provide reading intervention for students, training on literacy and best practices for teachers, and workshops for parents.

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance school 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: • 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.	**GRADE PreK-2:** Students must meet <u>both</u> measures below to qualify: • District assessment below proficient on English Language Arts and/or Math **and** • Teacher Recommendation. **GRADE 3-8**: Students must meet <u>both</u> measures below to qualify: • Score of 1 or 2 on the SBAC in English Language Arts and/or Math**,** District summative assessments below proficient on English Language Arts and/or Math **and** • Teacher Recommendation (Language Arts/Math) **EXCEPTION CRITERIA**: There will be exceptions to these measures for students who did not take the SBAC last spring. The decision to identify a student lacking these measures will be done by the school site administrator. Exception criteria may consider other measures of progress such as the district trimester benchmark assessments, other standardized test results, and teacher judgment. *Students who qualify for Title 1 services by exception must have the exception decision documented. The documentation must be kept on file at school site for compliance reviews.*

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance school 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:
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.	PVSD has appointed a district liaison from Student Services and Special Education Programs to serve homeless children. The liaison informs schools of program eligibility immediately upon arrival of such a child. The liaison attends regular county meetings to assist in meeting required compliance items.
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.	PVSD has appointed a district liaison from Student Services and Special Education Programs to serve children placed in local institutions for neglected and delinquent and other county programs. The liaison informs schools of program eligibility immediately upon arrival of such a child. The liaison attends regular county meetings to assist in meeting required compliance items.

Additional Mandatory Title I Descriptions
(continued)

> 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: • 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.	PVSD has three schools in Program Improvement at this time: Dos Caminos, Las Posas and Pleasant Valley School of Arts and Engineering. Three year plan has been completed by each school site. Professional Learning Communities use cross articulation to identify problems with instruction or strategies and promote academic success for struggling students. 10% of money set aside for SES. 10% of money set aside for Staff 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.	PVSD has three schools frozen in Program Improvement at this time. In accordance with the California Department of Education's requirements for 2016-17, parents will not be notified of choice. Supplemental Services will continue to be provided for 2016-17.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	PVSD has three schools frozen in Program Improvement at this time. In accordance with the California Department of Education's requirements for 2016-17, parents will not be notified of choice. Supplemental Services will continue to be provided for 2016-17.

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.	**See Performance Goal #4** (Continued BTSA/Induction and grade level teams has provided us success in this process.)
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	**See page Performance Goals #1 and #2** (Parent involvement policy and Title I parent rights promote parents' involvement on the school site.)

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	See Performance Goals #1, #2 and #3 Beginning in 2016-17, each of the Title 1 schools will have a California State Preschool Program.

Part III
Assurances and Attachments

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

Angelica Ramsey, Ed.D.
_____
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.

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/ta/tg/hs/
-
- California Assessment of Student Performance and Progress (CAASPP)
  http://www.cde.ca.gov/ta/tg/ca/

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

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

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

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

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
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 (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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)

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

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

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

Program	Grade						Cat
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B