No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
Two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): **Travis Unified School District**

County/District Code: **48-70565**

Dates of Plan Duration: **July 1, 2008 to June 30, 2014 (to be updated annually)**

Date of local governing board approval: **June 11, 2013**

> Draft LEA Plan (Goal 2) will go to School Board on August 11, 2015 for approval.

District Superintendent: **Kate Wren Gavlak, Superintendent**

Address: **2751 De Ronde Drive**

City: **Fairfield**   Zip code: **94533-9710**

Phone: **(707) 437-4604**   Fax: **(707) 437-8267**

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.

Kate Wren Gavlak

Printed or typed name of Superintendent   Date   Signature of Superintendent

Angela Weinzinger

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

TABLE OF CONTENTS

TOPIC   **PAGE**

Part I - Background and Overview

- # **Part I**
Background and Overview

Background

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

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

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

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

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

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

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

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

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

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

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the 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, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

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 and Reporting System (CARS)

> 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 school site councils with the advice of any applicable school advisory committees.   LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding sub grants 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.

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 (*Resource* 3010)		✔	CAHSEE (*Resource* 0705)
	ARRA Title I (*Resource* 3011)			Child Development Programs
	Title I, Part B, Even Start			Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Title I, Part C, Migrant Education			EIA – State Compensatory Education
	Title I, Part D, Neglected/Delinquent		✔	EIA – Limited English Proficient (*Resource* 7090/7091)
✔	Title II, Part A, Subpart 2, Improving Teacher Quality, (*Resource* 4035)			Educational Equity
✔	Title II, Part D, Enhancing Education Through Technology (*Resource* 4045)		✔	Gifted and Talented Education (*Resource* 0140)
✔	Title III, Limited English Proficient (*Resource* 4203)			Healthy Start
✔	Title III, Immigrants (*Resource* 4201)			Immediate Intervention/ Under performing Schools Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities (*Resource* 3710)		✔	Inst Matls Block Grant, Gr K-12 (*Resource* 0156)
	Title V, Part A, Innovative Programs – Parental Choice (*Resource* 4110)		✔	Middle/High School Counseling (*Resource* 0708)
	Adult Education		✔	Pupil Retention Block Grant (*Resource* 0739)
✔	Career Technical Education [Carl D. Perkins] (*Resource* 3550)		✔	Staff Dev: Math & Reading, AB 466 (*Resource* 0294)
	McKinney-Vento Homeless Education		✔	School and Library Improvement Block Grant (*Resource* 0395)
✔	IDEA, Special Education (*Resource* 3310, 3313, 3315, 3319, 3320, 3324)		✔	School Safety and Violence Prevention Act (AB1113, AB 658) (*Resource* 0405)
	21st Century Community Learning Centers			State Migrant Education
	Technology Innovation Grant			Tobacco Use Prevention Education (Prop 99)
✔	DoDEA Algebraic Thinking Grant (*Resource* 5811) 3 years (10/2011-8/2014)			Other (describe):
✔	DoDEA Virtual Learning Grant (*Resource* 5812) 3 years (10/2011-8/2014)			

Travis Unified School District/ Revised May 2013

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2011-12 District Carryover	2012-13 District Entitlements	2012-13 Direct Services to Students at School Sites ($)	2012-13 Direct Services to Students at School Sites (%)
Title I, Part A (*Resource* 3010)	$84,496	$279,948	$183,861	66%
NCLB: ARRA Title I, Low Inc(*Resource* 3011)				
Title II Part A, Subpart 2, Improving Teacher Quality (*Resource* 4035)	$43,051	$85,009		
Title II, Part D, Enhancing Education Through Technology (*Resource* 4045)	$45,605	0		
Title III, Limited English Proficient (*Resource* 4203)	$13,488	$19,975		
Title III, Immigrant (*Resource* 4201)	$10,151	$14,900		
Title IV, Part A, Safe and Drug-free Schools and Communities (*Resource* 3710)				
Title V, Part A, Innovative Programs – Parental Choice (*Resource* 4110)				
Career Technical Education [Carl Perkins] (*Resource* 3550)		$18,808	$17,825	95%
IDEA, Special Education [includes Pre-school, Low Incidence, Sp Ed ARRA] (*Resource* 3310, 3313, 3315, 3319, 3320, 3324)	0	$880,491	$880,491	100%
21st Century Community Learning Centers				
DoDEA Algebraic Thinking Grant (*Resource* 5811) 3 years (10/2011-8/2014)	$107,161	$616,569	$341,981	56%
DoDEA Virtual Learning Grant (*Resource* 5812) 3 years (10/2011-8/2014)		$184,762	$91,835	50%
TOTAL	$541,198	$2,355,569	$1,147,283	49%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2011-12 District Carryovers	2012-13 District Entitlements	2012-13 Direct Services to Students at School Sites ($)	2012-13 Direct Services to Students at School Sites (%)
CAHSEE (*Resource* 0705)	0	$26,093	$5,490	21%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
EIA – State Compensatory Education				
EIA – Limited English Proficient (*Resource* 7090/7091)	$83,090	$132,197	$124,146	94%
Educational Equity				
Gifted and Talented Education (*Resource* 0140)		$5,000*		
Healthy Start				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
Inst Matls Block Grant, Gr K-12 (*Resource* 0156)	$32,076	$188,208	$183,986	98%
Middle/High School Counseling (*Resource* 0708)	$5,041	$28,239	$3,110	11%
Pupil Retention Block Grant (*Resource* 0739)	$3,124	$12,183	$10,735	89%
School & Library Improvement Block Grant (*Resource* 0395)	$3,265	$260,937	$217,475	84%
School Safety and Violence Prevention Act (AB 1113) (*Resource* 0405)		$47,519		
Staff Dev: Math & Reading, AB 466 (*Resource* 0294)	$23,276	$8,993		
State Migrant Education				
Tobacco Use Prevention Education – (Prop. 99)				
Workability (*Resource* 6520)		$43,360	$32,888	76%
TOTAL	$226,529	$877,469	$520,607	59%
	Flexed funds			

Part II
The Plan

Purpose

Academic Achievement

District Profile

LEA Plan Revision Process

Needs Assessments
    Instructional Program
    Credentialed Teacher and Teacher Professional Development Opportunities
    Student Achieving Monitoring System
    Fiscal Support
    Analysis of Achievement Data

Descriptions – District Planning

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Purpose

In submitting this Local Education Agency Plan (LEAP), the Travis Unified School District [TUSD] notes that the 2011-2012 staffing, other expenditures and budget sources are estimates and based on pending contracts and services. Revisions in the LEAP will be ongoing.

The Plan outlines actions for the five-performance goals:

1. Improvement of student performance in reading and mathematics

2. Improvement in programs for limited-English-proficient and immigrant students

3. Professional development

4. Safe, drug-free schools with environment conducive to learning

5. Dropout prevention

The Plan will be reviewed and revised each year by the Superintendent's Cabinet, Principals' School Site Councils and the Parent Advisory Committee then submitted for Board approval.

Board policies and California State Academic Content Standards guide the LEAP.

Travis Unified School District
Local Educational Agency Plan
Needs Assessment

Needs Assessment and Process for Developing the Revised LEA Plan:

In order to develop the revised LEA Plan, Travis Unified School District used a data-driven, collaborative process. The needs assessment and LEA Plan revision involved district administration, site leaders, parents, teachers, and other stakeholders as appropriate. Strengths and weaknesses have been identified for areas of academic performance, safe schools, communication as it relates to the school and its community, facilities that support educational programs, and fiscally responsible decision-making.

A part of the review involved documentation such as professional development plans at both site and district level, the English Learner Master Plan, Single Plans for Student Achievement, California Healthy Kids Survey, Safety Plans, Board policies, Parent Involvement policies, and attendance reports available through our A2A attendance monitoring system.

Review and analysis of academic performance was conducted using data from state assessments (STAR: CST, API, AYP, CELDT, CASHEE) and district common assessments. Tools such as the Academic Program Survey and District Academic Survey were also used to examine instructional practices and alignment with curriculum and standards.

Conclusions from this data analysis coupled with the review of academic programs, curriculum, and progress towards district goals support the following strengths for Travis Unified School District:

- TUSD district API (Academic Performance Index) score increased by ten points from 824 to 834.
- 7 of 8 schools increased their API scores.
- Vanden High School raised the school's API to 832, the highest in Solano County for a high school.
- All subgroups made growth in API from 2011 to 2012.
- The Hispanic/Latino subgroup made the greatest gain in API in 2012 (3% gain).
- In Mathematics, TUSD made Safe Harbor for all subgroups except "students with disabilities" as measured by AYP (Adequate Yearly Progress).
- TUSD met graduation rate criteria for all significant subgroups as measured by AYP.

Charts on the following pages help to illustrate TUSD's strengths.

Travis Unified API Multi-Year Summary
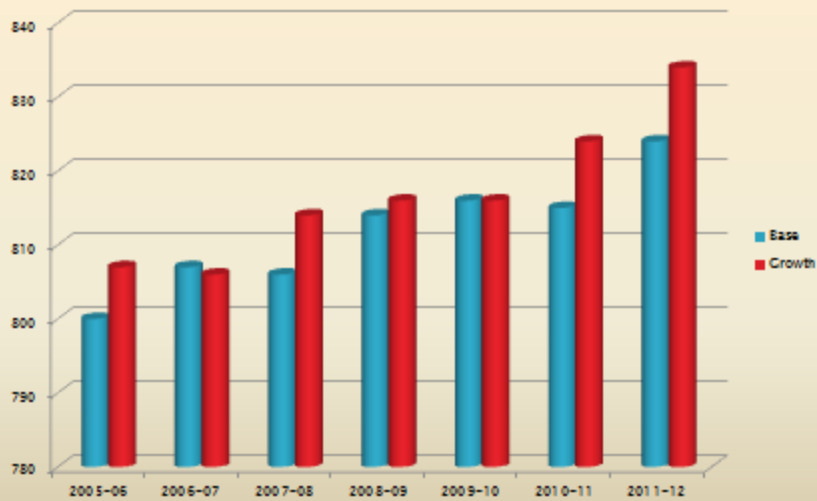
Travis Unified API-2012 Summary

Groups	Number of Students Included in 2012 API	Numerically Significant in Both Years	2011 Base	2012 Growth	2011 – 12 Growth
LEA-wide	3,905		824	834	10
Black or African American	565	Yes	784	793	9
American Indian or Alaska Native	27	No	843	849	
Asian	218	Yes	860	872	12
Filipino	414	Yes	866	874	8
Hispanic or Latino	795	Yes	784	806	22
Native Hawaiian or Pacific Islander	44	No	844	843	
White	1,609	Yes	838	843	5
Two or More Races	230	Yes	849	860	11
Socioeconomically Disadvantaged	1,034	Yes	784	793	9
English Learners	167	Yes	727	732	5
Students with Disabilities	528	Yes	666	677	11

Travis Unified School District/ Revised May 2013

Snapshot of our 2012 AYP Annual Measurable Objective (Percent Proficient in Mathematics)

		Mathematics Target 78.2 %		
		Met all percent proficient rate criteria? No		
GROUPS	Valid Scores	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
LEA-wide	3079	66.6	Yes	SH
Black or African American	435	54.3	Yes	SH
American Indian or Alaska Native	19	68.4	--	
Asian	174	76.4	Yes	SH
Filipino	324	75	Yes	SH
Hispanic or Latino	628	58.1	Yes	SH
Native Hawaiian or Pacific Islander	29	79.3	--	
White	1276	70.2	Yes	SH
Two or More Races	192	74	Yes	SH
Socioeconomically Disadvantaged	852	58.6	Yes	SH
English Learners	141	55.3	Yes	SH
Students with Disabilities	440	46.1	No	

10

Snapshot of our 2012 AYP Annual Measurable Objective (Graduation Rate Results)

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2012 Target Graduation Rate	2012 Graduation Rate Criteria Met
LEA-wide	93.57	90	Yes
Black or African American	89.53	87.43	Yes
American Indian or Alaska Native	100		N/A
Asian	85.71		N/A
Filipino	97.3		N/A
Hispanic or Latino	95.77	90	Yes
Native Hawaiian or Pacific Islander	100		N/A
White	93.67	90	Yes
Two or More Races	100		N/A
Socioeconomically Disadvantaged	88.37	86.25	Yes
English Learners	91.67		N/A
Students with Disabilites	78.79		N/A

11

14

Gains in student achievement for TUSD can be attributed to recent district initiatives such as the UC Davis Math Project (Algebraic Thinking), Kagan Cooperative Learning Strategies, GLAD (Guided Language Acquisition and Design), Instructional Coaching, and training in technology. Teachers and administrators have participated in on-going professional development in order to implement instructional practices and assessments aligned to the California Common Core Standards.

In addition to the professional development opportunities discussed above, TUSD has:

- Developed and implemented common assessments and benchmarks for K-2 in English Language Arts and for grades 3-12 in Mathematics.
- Implemented A2A, a new attendance monitoring system, to improve student attendance rates thereby improving student achievement.
- Implemented an on-line virtual learning environment called Plato. The Plato Learning Environment was offered for credit recovery for our high school students initially, but has been expanded to include enrichment opportunities for high school students, remediation for middle school students, and short-term independent study for K-6 students at our schools on Travis Air Force Base.
- The Superintendent's Ad Hoc Committee on Special Education, comprised of parents, teachers, and administrators, is exploring alternative options for more inclusive delivery of special education services to students.
- Continued professional development for administrators and teachers on Response to Intervention and Positive Behavior Interventions and Support.

Needs:

With three schools entering Program Improvement Year Two and one school entering Program Improvement Year One, Travis USD will focus efforts on improving achievement for all students in the district while intensifying efforts to bring these four schools out of Program Improvement. In particular, Travis USD will:

- Continue to address student and staff attitudes about testing.
- Maintain safe and productive learning environments for students and staff.
- Continue efforts toward implementation of the California Common Core Standards
- Continue efforts to improve achievement in mathematics for all students as measured by API and AYP. The UC Davis Math Project (Algebraic Thinking) is critical to this goal.
- Continue to offer professional development such as Kagan Cooperative Learning Strategies and GLAD to further improve instructional practices and student achievement as a result.
- Use school and student achievement data to inform decisions regarding curriculum, instruction, and intervention.
- Allocate resources to activities most likely to increase student achievement.
- Target academic needs of all students in English-Language Arts with a focus on individual students as measured by API, AYP, and district measures. Targeted intervention in ELA will be aimed at specific subgroups and students in order to reach "safe harbor" as measured by AYP (see chart below).

Snapshot of our 2012 AYP Annual Measurable Objective (Percent Proficient in ELA)

GROUPS	Valid Scores	English-Language Arts Target 78.0 %		
		Met all percent proficient rate criteria? No		
		Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
LEA-wide	3077	67.5	No	
Black or African American	432	59.5	No	
American Indian or Alaska Native	19	63.2	--	
Asian	174	74.7	Yes	SH
Filipino	324	77.2	Yes	SH
Hispanic or Latino	628	62.4	Yes	SH
Native Hawaiian or Pacific Islander	29	79.3	--	
White	1277	68.6	No	
Two or More Races	192	71.9	No	
Socioeconomically Disadvantaged	850	57.9	No	
English Learners	141	47.5	Yes	SH
Students with Disabilities	439	43.1	No	

TRAVIS UNIFIED SCHOOL DISTRICT
Reaching beyond the boundaries to build a community of learners.

9

The Instructional Program:

State legislative action suspended mandated timelines and budgetary guidelines for state adoptions resulting in a delay in the adoption process for English-Language Arts and Math. With that, in 2009-10, TUSD delayed the plan for additional textbook adoptions. This legislative change also suspended the requirements that ELA core and intensive intervention adoptions be purchased by Spring 2010 using IMFRP [resource 7156] and Lottery IMF [resource 6300] funds, and distributed to K-6 teachers before the start of the 2011-12 school year.

With the transition to the California Common Core Standards and new state standardized testing on the horizon, Travis USD is focusing on curriculum, instructional practices, and technology to support this transition.
.
Credentialed Teacher and Teacher Professional Development Opportunities:

As of February 2013, 97.7% of Travis USD teachers meet the "highly qualified" requirements of NCLB and 94.5% of the classroom teachers who instruct English Learners have CLAD certification.

Student Achievement Monitoring System

Travis USD has focused on developing common benchmark assessments for ELA and mathematics, a K-6 standards-based report card tied to those assessments, and monitoring of ELD proficiency progress. The district and schools will use these assessments to monitor student progress, along with curriculum-embedded and teacher created formative assessments at the local level.

DataDirector, an on-line student assessment system, supports the district and its schools in monitoring student performance, the development of common assessments, and providing accurate student achievement data that is merged with Aeries, our student information system.

Renaissance Learning Company's web-based programs in mathematics and English Language Arts support the district and its schools in monitoring student performance through common assessments and providing supplemental activities for students for remediation, acceleration, and test preparation.

Fiscal Support: There is evidence of alignment between school and district goals by the publishing of financial and AYP/API performance documents. This will facilitate site School Plans for Student Achievement (SPSA) which are even more closely aligned with the district LEA Plan.

Measures of Student Performance:

For the needs assessment and revision of the LEAP, Travis USD performed an in-depth analysis of student performance measures including both state measures and local district benchmark assessments. Data analysis included:
- STAR (Standardized Testing and Reporting)/CST (California Standards Test)
- CELDT (California English Language Development Test)
- Early Literacy Assessments for kindergarten through second grade
- District benchmark math assessments for grades 3 through 12

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

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

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

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

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

K-2 and grades 7-8 Reading
Compiled by TUSD teachers, the assessments collect and provide data on student performance so that the teachers can modify instruction based on student needs

Grade Level District Developed Interim Assessments in Math
Interim assessments for math have been developed and are in place at grade levels in Elementary, Middle and High School.

Grade level District Developed Interim Assessment in English Language Arts
Primary grade assessments are in the second year of implementation and development

K-6 Standard Based Report Card *(all K-6 students)*
The Standards Based Report Card (SBRC) has been used district wide for all K-6 students beginning in the 2002-03 school year. It is based on the California Content Standards for English-Language Arts, Mathematics, History-Social Science and Science. Student achievement is reported by performance level. The Standards Based Report Card is provided to every parent/guardian three times each year. Two years ago, the SBRC was revised to create a more stream-lined, parent friendly format. Letter grades in core areas were added for grades 4-6 (i.e., A, B, C and I for Intervention)

Other Indicators
Schools are using other criterion referenced assessments that include: Accelerated Reader, Accelerated Math, STAR Reading, STAR Math, Developmental Reading Assessment, Reading Counts, Essential Skills, SBE adopted publisher's assessments, and Read Naturally.

Grades 9-12
Essential Assignments that are standards based have been identified for ninth grade English (first semester); geometry (first semester); Earth Science; World History (first semester). Teachers have been involved in training with in course management software to continue the process of identifying standards-based essential assignments. Performance levels will be tied to grades. The process of developing and implementing department-wide final exams is ongoing.

Travis Unified School District
2012-2013 Profile

Travis Unified School District is a unique district serving student populations from three communities: Vacaville - 48%, Travis AFB - 17%, and Fairfield - 25% and Other - 10%. Inter-district transfer students [those who live outside the attendance area] accounted for 10% of the total enrollment of 5497 in 2012-13. Also, 34% of the district's students are military dependents.

The community of students is culturally and ethnically diverse:

14.0%	African-American	41.8%	Caucasian
10.1%	Filipino	20.4%	Hispanic

The Travis Unified School District consists of five elementary schools, a Spanish Immersion Program for grades K-6, one middle school, one high school, one alternative continuation high school, one community day school, an independent study program, and a home and hospital program.

The Governing Board of the Travis Unified School District maintains an adopted vision plan and goals to guide the education of our students. The Superintendent annually evaluates progress toward achieving these goals and reports results to the board. Governing Board adopted goals are:

Goal #1: Continue to focus on instructional excellence to increase achievement for every student

Goal #2: Ensure a safe and productive environment

Goal #3: Continue to enhance constructive communication within and outside of the school community

Goal #4: Enhance, create, and modernize facilities that support lifelong educational programs.

Goal #5: Continue fiscally responsible decisions while maintaining the collaborative budget process

LEA Plan Revision Process

Activity	Participants	Dates
Completed a review of the programs to support English learners	Language Learner Coordinator	February 2013
Completed a Review of the Special Education Program	Director of Special Education	Ongoing 2012-13
Present, publicize, and post LEA plan for site and community review and input	All school sites; TUSD central office, community stakeholders	Ongoing 2012-13
Annual Student Achievement data collected, analyzed, presented and posted on district web page	Assistant Superintendent, Educational Services, Director of Curriculum, Instruction and Assessment	Ongoing 2012-13
Planning meetings to review data, consider recommendations, discuss requirements and collaboratively develop revised LEA Plan.	Superintendent, Assistant Superintendents, Director of Special Education, Principals, Language Learner Coordinator	Ongoing 2012-13
Annual Revision of plan for July 1, 2008 – July 30, 2013	Assistant Superintendent, Educational Services	Ongoing 2012-13
Review of LEA Plan	TUSD Cabinet	June 2013
Approval of revised LEA Plan	TUSD Governing Board	June 2013

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

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

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

1. **Alignment of instruction with content standards:**
  a) Acceleration & Intervention classes continued, 7-8
  b) Standards-based "Essential Assignments", 7-10
  c) Standards based curriculum and pacing guides, K-6
  d) Standards Based Report Card (SBRC), K-6
  e) RtI Model, 7-12
  f) Common Core Development
	Assistant Superintendent, Site Administrators, Teachers: ongoing	a-f N/A	a)
			a-f $150,000
				a) State Hourly Programs [7-12 Mandated, 2-6 Remedial, K-12 Core, 2-9 Retained/ Recommended for Retention] Title I, EIA,
				b) N/A
				c) General Fund, Title II, Part A
				d) General Fund; Title II, Part A
				e) Title I, EIA, SLIB, PRBG – (Pupil Retention Block Grant
				f) Title I, Title II, Part A, EIA, SLIB, PRBG – (Pupil Retention Block Grant

2. **Use of standards-aligned instructional materials and strategies:**
  a) K-12 teachers regularly evaluate student work at grade level and department meetings to ensure that students are mastering standards at "proficient" levels or higher
  b) Lesson plans make reference to standard(s) being taught
	Assistant Superintendent, Site Administrators, Teachers: ongoing	a) N/A
		b) N/A
			a) $ 96,171
			b) $ 85,000
			c)
				a) IMFRP; Lottery IMF
				b) IMFRP; Lottery IMF
				c) N/A
				d) IMFRP; Lottery IMF
				e) IMFRP; Lottery IMF

3. **Extended learning time:**
  a) Hourly Programs (before/after/Summer School)
  b) Parent/Student "Nights" such as Reading Night teach parents and students strategies to improve reading
  c) Homework Club
  d) High School tutors for Homework Club
	Teachers, Site Administrators: ongoing	a) N/A
		b) N/A
		c) N/A
		d) N/A
			a) $150,000
			b) $2,500
			c) $4,000
			d) N/A
				a) Title I, Part A; Special Education; CAHSEE, EIA,SLIB, PRBG, Transportation Home to School; State Hourly Programs
				b) Title I, Part A; Sch & Lib Improve Blk Grant
				c) Title I, Part A; EIA, SLIB
				d) N/A

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: a) K-12 teacher use of Aeries Student Information System b) One computer for each five students c) All schools, classrooms, and mini-labs networked and have Internet access and wireless access d) All schools have moved from traditional libraries to library media centers equipped with multimedia and Internet capable computers. Resources are shared district wide through Follett collection data management system. e) Libraries use the (Follett) Destiny Resource Management Solutions f) Cyber High, a distance learning program, is used at three secondary schools. g) Plato virtual learning environment for grades K-12 h) Technology Plan revised July, 2012 i) Renaissance Learning hosted programs district wide K-6	Asst. Superintendent, Technology Manager, Library Media Techs, Site Administrators, Teachers: ongoing	a) N/A b) N/A c) N/A d) N/A e) $ 6.625 f) $ 19,000 g) N/A h) N/A i) $ 24,661	a) N/A b) N/A c) N/A d) $ 14,500 e) $ 6,625 f) $ 19,000 g) $ 2000 h) N/A i) $ 30,000	a) N/A b) General Fund c) General Fund d) General Fund e) General Fund f) Lottery IMF g) Title I, Part A; SLIB h) N/A i) IMFRP *[Flexibility Option], Title I, Part II*
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers participate in training and receive support through funds from DODEA grants and categorical programs such as Title I, Title II, and Title III. b) Response to Intervention training	Assistant Superintendent, Teachers, Site Administrators: ongoing	a) N/A b) $5,000	a) N/A b) $ 5,000	a) PAR funding, Title II, Part A b) Title II, Part A; Sch & Lib Improve Blk Grant c) Title I, SLIB

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):** a) Standards Based Report Card, K-6 b) Superintendent's Parent Advisory Group c) K-12 School Site Councils d) Title I Parent Compacts e) Annual Notification to Parents f) 9-12 Leadership Team g) Title I parent meetings	Superintendent, Assistant Superintendent, teachers, Title I staff, Site Administrators/ongoing	a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A g) N/A	a) N/A b) N/A c) N/A d) $ 1,000 e) $ 7,000 f) N/A g) $1,000	a) N/A b) N/A c) N/A d) Title I, Part A e) General Fund f) N/A g) Title I, Part A
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** a) Acceleration and Intervention classes continued, 7-8 b) Remediation opportunities for students including those who have failed the English Language Arts and/or Math portion of the CAHSEE (Res 0705) c) STAR data and formative assessment data is used to monitor programs and drive changes in the instructional program d) Classroom teachers regularly assess students' mastery of grade level standards by evaluating student work and re-teaching as needed	Assistant Superintendent, Site Administrators, teachers, Summer School staff	a) N/A b) N/A c) N/A d) N/A	a) N/A b) $63,730 c) N/A d) N/A	a) General Fund, Title I, Part I and II, Part A, SLIB, EIA b) CA High Schl Exit Exam [CASHEE], State Hourly Programs; Title I, Part A, EIA, PRBG c) N/A d) N/A
8. **Monitoring program effectiveness:** a) School Site Councils b) District wide Formative and Summative Assessments c) Categorical Program Monitoring and Self Review, d) K-12 teacher use of Aeries Student Information System e) Secondary special education collecting BRI reading information on grade level accuracy, comprehension, and fluency. f) Leadership Team g) Use of STAR data to identify improvement targets and monitor progress	Assistant Superintendent, Site Administrators, Director of Special Education, teachers: ongoing	a) N/A b) N/A c) $4,000 d) N/A e) N/A f) N/A g) N/A	a) $1,000 b) $ 13,777 c) $ 4,000 d) $ 6,700 e) N/A f) N/A g) N/A	a) SLIB b) SLIB c) Title I, Title II, Part A, SLIB d) SLIB, Title V, Title II, Part A e) N/A f) N/A g) SLIB, EIA, Title I, Part A, Title II, Part A

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:** a) Aeries Student Information System b) Hourly Programs / Summer School c) Title I supplemental instruction, and parent education	Assistant Superintendent, Technology Manager, Student Information Systems Specialist, Site Administrators, Teachers: ongoing	a) N/A b) N/A c) N/A	a) $ 6,700 b) $ 200,000 c) $ 58,144	a) Title II, Part D b) General Fund c) Title I, EIA, SLIB, PRBG – (Pupil Retention Block Grant , State Hourly Programs
10. **Any additional services tied to student academic needs:** a) Advanced Placement classes at high school b) Robotics	Assistant Superintendent, Technology Manager, teachers, Site Administrators, Director of Special Education: ongoing	a) N/A b) N/A c) N/A d) N/A	a) $ 120,000 b) $ 5,000 c) N/A d) N/A	a) General Fund b) Tier III Funds c) N/A d) N/A

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

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **Alignment of instruction with content standards:** a) Standards Based Report Card (SBRC), K-6 b) UC Davis Math Project: Algebraic Thinking c) Local board adopted standards based materials for mathematics, K-6 d) Acceleration and Intervention classes continued, 7-8	Assistant Superintendent, Site Administrators, teachers: ongoing	a) N/A b) N/A c) N/A d) N/A	a) N/A b) N/A c) $125,000 d) $250,000	a) General Fund b) General Fund, Title II, Part A transferred to Title II, Part D c) N/A, DODEA Grant d) IMFRP; Lottery IMF, DODEA Grant
2. **Use of standards-aligned instructional materials and strategies:** a) Ongoing implementation of adopted standards-based materials b) K-12 teachers regularly evaluate student work at grade level and department meetings to ensure that students are mastering standards at "proficient" levels or higher c) Lesson plans referenced and connected to standard(s) being taught	Assistant Superintendent, teachers, Site Administrators: ongoing	a) $125,000 b) N/A c) N/A	a) $ 125,000 b) N/A c) N/A	a) IMFRP: Lottery IMF b) IMFRP, Lottery IMF c) N/A

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. **Extended learning time:** a) Hourly Programs / Summer School b) Elementary School Homework Club c) High School tutors for Homework Club	Site Administrators, teachers: ongoing	a) N/A b) N/A c) N/A	a) $150,000 b) N/A c) N/A	a) Title I, Part A; Special Education; Transportation Home to School; State Hourly Programs, EIA, CAHSEE, b) N/A c) N/A
4. **Increased access to technology:** a) K-12 teacher use of Aeries Student Information System b) Use of software programs that support standards (Videotext pre-Algebra, Algebraic Expressions, Tessellations, Math Blaster, Harcourt Math, Renaissance Learning) c) One computer for each four students goal d) Cyber High and Plato distance learning programs d) Interactive Boards for Instruction	Assistant Superintendent, Technology Manager, Site Administrators, Teachers: ongoing	a) N/A b) N/A c) N/A d) N/A e) N/A	a) N/A b) $ 600 c) $ 85,322 d) $19,000 e) N/A	a) N/A b) IMFRP, Lottery IMF c) General Fund d) IMFRP, Lottery IMF, DODEA Grant e) ARRA, Title II, Part a
5. **Staff development and professional collaboration aligned with standards-based instructional materials:** a) Ongoing staff development for the California Common Core Standards b) All teachers participate in training and collaboration on adopted standards based materials c) UC Davis Math Project: Algebraic Thinking	Assistant Superintendent, Site Administrators, Teachers: ongoing	a) N/A b) N/A c) N/A	a) $50,000 b) N/A c) $ 200,000	a) Title II, Part A b) Title II, Part A, SLIB c) DODEA Grant, Title II, Part A

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):** a) Standards Based Report Card, K-6 b) Superintendent's Parent Advisory Group c) K-12 School Site Councils d) Title I Parent Compacts e) Title I Parent Meetings f) Achievement Gap Team (9-12) g) Annual Notification to Parents	Teachers, Superintendent, Title I staff, School staff, Site Administrators, Assistant Superintendent: ongoing	a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A g) $ 4,730	a) N/A b) N/A c) N/A d) $1,000 e) $1,000 f) N/A g) $ 7,000	a) General Fund b) N/A c) N/A d) Title I, Part A e) Title I, Part A f) N/A g) General Fund
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** a) Intersession, after school, and remedial courses for at risk 2-12 students including those who have failed the Mathematics portion of the CAHSEE b) STAR data and interim assessment data will be used to monitor programs and drive changes in the instructional program c) Classroom teachers regularly assess students' mastery of grade level standards by evaluating student work and re-teaching as needed	Assistant Superintendent, Site Administrators, Teachers: ongoing	a) $ 3,706 b) N/A c) N/A	a) $ 63,730 b) $ 2,622 c) N/A	a) CAHSEE, State Hourly Programs, Title I, part A, EIA, PRBG b) N/A c) N/A
8. **Monitoring program effectiveness:** a) School Site Councils b) District wide Interim Assessments c) Categorical Program Accounting and Monitoring d) Categorical Program Monitoring Self Review, WASC e) K-12 teacher use of (Eagle) Aeries Student Information System	Assistant Superintendent, Site Administrators, Business Office, Technology Manager: ongoing	a) N/A b) N/A c) N/A d) N/A e) N/A	a) N/A b) $ 5,000 c) N/A d) $ 4,000 e) $ 6,700	a) N/A b) Title II, Part A; SLIB c) SLIB d) Title I, Title II e) Title II, Part D

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. **Targeting services and programs to lowest-performing student groups:** a) Hourly Programs / Summer School b) 9-10 Fundamental Math (2 sections) c) Fluid, leveled middle school courses	Site Administrators, Teachers: ongoing	a) $ 142,978 b) N/A c) N/A	a) $ 218,057 b) $ 74,000 c) N/A	a) Title I, Part A, State Hourly Programs, EIA, PRBG. SLIB b) General Fund c) N/A
10. **Any additional services tied to student academic needs:** a) Advanced Placement Math Classes	High school math teachers, Counselors: ongoing	a) N/A	a) $3,000	a) Title II, Part A

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

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

Required 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.
		a. Travis Unified School District currently provides the following basic instructional services to students identified as English Learners: <u>Structured English Immersion</u> (SEI): K-12 EL students who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations or are in training for appropriate state authorization. <u>English language mainstream</u>: K-12 students who have been assessed on the CELDT and have found to be at "reasonable levels of fluency in English" receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention to the language demands of the instruction. SDAIE strategies continue to be used in the English language mainstream program. Teachers who work with EL students in the English language mainstream program possess appropriate state authorizations or are in training for appropriate state authorization.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		Travis Unified School District may use Title III and/or other (e.g., hourly supplemental instruction programs) funds to provide the following supplemental services to targeted EL students: Before and after school tutoring; Intervention programs during the school day; Summer school and/or Intersession classes b. The local accountability program is based on each student attaining grade level academic proficiency after a minimum of 180 days of school offered and established benchmarks to measure student progress toward meeting state content and grade level standards. Student progress toward meeting benchmark criteria is reported to parents each trimester. The following annual goals for EL students in the area of ELD, reading/language arts and math have been established according to CDE guidelines. ELD growth is measured by the state assessment for English learners, Reading/language arts and math are measured by the CAASPP, district benchmark assessments, and teacher compiled formative assessments. A Standards Based Report Card is used for grades K-6.

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

Required Activities

CELDT level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Redesign
Timeline toward reclassification based on CELDT level at time of initial enrollment year	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
CAASPP ELA	Standard Not Met	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Met
CAASPP Math	Standard Not Met	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Nearly Met	Standard Met

Travis Unified School District has set the following interim goals for EL learners:
- ELD: progress on ELD standards mastery, as measured on unit tests and work samples from the adoption.
- ELA progress in academic vocabulary development and reading comprehension, as measured by standards based assessments which are part of the districts' local accountability program.
- ELA: progress in writing, based on grade level writing application standards, as measured by grade level writing samples.
- Math: Progress in computation and concept attainment, as measured on interim assessments which are part of the district math adoptions and on district benchmark assessments.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		District wide professional development is offered for administrative and teaching staff in the following areas: ▪ EL Master Plan ▪ Effective ELD and SDAIE strategies (for classroom observations) ▪ Appropriate EL student placement ▪ Standards-based instructional planning for ELD, ELA and math ▪ Interpretation of CELDT scores and EL student needs Title III, Title II and/or other funding sources will be used for classroom observations to ensure effective ELD and SDAIE strategies are being implemented and to support administration of the EL program which includes collecting records, test coordination, collaboration with teachers and attending district EL meetings. d. Travis Unified School District will use Title III funds to encourage and promote involvement of the parents of EL students and the community. All schools currently have written parent involvement policies and EL parents are involved in developing site plans. Schools have a properly constituted English Learner Advisory Committee (ELAC) as required. Leadership and parental involvement training is offered for DELAC parent leaders and members.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		Title III and/or other funds may be used to: • Build capacity for strong parent involvement at school sites so that sites may plan for effective parent involvement activities and coordinate with other programs. • Provide written and/or oral translation for parents who receive individual student assessment results and program descriptions. • Build capacity at schools implementing a School-Parent Compact that describes the responsibilities of the school, parent, and student in improving student achievement. • Provide workshops for parents to develop skills, techniques and strategies to assist their children at home. • Provide oral translation for advisory meetings and parent conferences at both the District and site level.
	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	Travis Unified School District currently offers daily ELD and SDAIE instruction in the core academic subjects in its SEI and English language mainstream. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place and close attention is given to the achievement of AYP goals. ELD: Each EL student upon assessment for language proficiency level receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. When possible students are grouped for EL instruction according to English language fluency level.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	Title III funds will be used to enhance the current instructional program for EL students by: • Building capacity by providing opportunities for teachers of EL students to meet by grade level to discuss academic progress, and review samples of student work based on students' previously agreed-upon targeted essential standards and assessments. Grade-level teams engage in conversations about proven methodologies and materials that meet identified EL student needs. • Provide supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series. • Provide planning time for teachers to develop plans for the use of ELD materials to ensure EL student success in English reading intervention programs offered by specially trained teachers and provide additional support for newly arrived EL students and/or EL students designated as at risk of retention.

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

Required Activities	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; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds will be used to support the district's professional development plan. The staff development opportunities made available may include: ▪ Knowledge of metacognitive and metalinguistic skills through which EL students are taught ▪ Designing and implementing differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community. Effective strategies for literacy instruction for second language learners. ▪ Scientifically-based, research-based best practices for reading comprehension ▪ The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking ▪ Understanding the role of assessment in guiding and evaluating ▪ Instructional and programmatic practices ▪ Designing and implementing formal and informal assessment ▪ Using classroom data to differentiate instruction and evaluate the efficacy of instruction Title III funds are used to hire a Language Learner Coordinator, who coordinates the program and provides and/or supports staff development opportunities for teachers and administrators, supports funding to release teachers so that they may attend scientifically-based, research-based trainings that meet the needs of EL students such as: SDAIE ELD strategies Cultural diversity Use of adopted ELA/ELD materials Effective instructional practices for culturally diverse students Balanced literacy CLASS (Coaching Leaders to Achieve Student Success) Curriculum planning ▪ ELD-ELA connections ▪ Differentiated instruction ▪ Grouping models ▪ Standards-based lesson planning, backward mapping design ▪ Subject matter projects
	Description of how the LEA is meeting or plans to meet this requirement.

Required Activities		Intervention Specialists and teachers of EL students may be provided the opportunity to attend county and state conferences/workshops where the most current research, strategies and materials will be presented and discussed. Title III funds may also provide Language Learner Coordinator support at each school site to follow up with each teacher to plan, implement and assess effective strategies in the classroom. Principals will ensure that training in new skills and knowledge that is delivered district wide will be brought to local application at the sites.

Allowable Activities	4. Upgrade program objectives and effective Instructional strategies.	**Yes or No**
		
		YES
			If yes, describe:
			
			The District English Learner Advisory Committee (DELAC) meets regularly to discuss and provide input related to:
			   ▪ adoption of supplementary materials
			   ▪ review of programs for English Learners
			   ▪ development of ELD curricula
			   ▪ review of disaggregated data
			   ▪ evaluation of aggregate student progress
			   ▪ determining the efficacy of programs for EL students
			
			These meetings will provide an opportunity for district wide articulation and ensure consistency and coordination. Title III funds will be used to support site implementation of effective instructional programs for EL students. Principal meetings provide regular opportunities for formal training and collaboration, to review and coordinate site and district programs, and to develop plans to upgrade program objectives and effective instructional strategies.

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

| Allowable Activities | 5. Provide –
  a. tutorials and academic or vocational education for LEP students; and
  b. intensified instruction. | **Yes or No**

YES | **If yes, describe:**

Travis Unified School District will provide intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting reclassification and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis, and vocabulary development. The Intervention programs are designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.

The intervention program provides consistent, systematic instruction to support EL students in :
▪ exchanging information/ideas via oral communication/conversations
▪ interacting via written English
▪ offering opinions and negotiating/persuading others
▪ adapting language choices to various contexts
▪ listening actively and asking/answering questions
▪ reading closely and explaining interpretations/ideas
▪ evaluating how well writers and speakers use language
▪ analyzing how writers use vocabulary and other language resources
▪ expressing information and ideas in oral presentations
▪ composing/writing literary and informational texts
▪ supporting opinions or justifying arguments and evaluating others' opinions or arguments
▪ selecting and applying varied and precise vocabulary and other language resources
▪ learning about how English works (text structure, grammar, connecting and condensing ideas)

Research-based best practices and common characteristics of highly effective intervention programs form the basis for this program. These include but are not limited to:
▪ small group instruction
▪ Guided Language Acquisition Development
▪ high academic expectations and a clear academic focus
▪ preventing long-term ELs |
| | | | Description of how the LEA is meeting or plans to meet this requirement. |

		▪ careful design and planning, which establishes clearly defined needs and goals ▪ a clear focus on using the extended time effectively Instruction will include a variety of activities and strategies that promote EL student success in reading. The Intervention teacher will model good reading strategies and the student will learn critical concepts of how print works, and connect text to self, text to text, and text to the community and world. Students will be given multiple opportunities to apply learning in teacher-guided groups, small groups and one-on-one instruction. To encourage independent reading for pleasure and academic advancement, EL students will have access to an extensive collection of material at appropriate reading levels. Instruction will be designed and modified using information from on-going formal and informal assessment of each student's strengths and needs. Title III funds may be used to purchase additional supplementary materials.
6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** **YES**	**If yes, describe:** A variety of programs extend and expand the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: ▪ Intervention and supplemental instruction programs ▪ Pupil promotion and retention program ▪ Title I ▪ Site tutoring programs ▪ AP classes ▪ School to Career Programs ▪ Summer programs
		Description of how the LEA is meeting or plans to meet this requirement.

| 7. Improve the English proficiency and academic achievement of LEP children. | **Yes or No**

YES | **If yes, describe:**

Travis Unified School District will implement an English Learner Profile that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. Title III funds will be used to supplement the curriculum and assessments for these programs. The goals of these programs will be to support the success of EL students in the regular instructional program.
These programs will be supported by the collaboration and coordination with the following District programs and related services:
▪ District staff development and support provided by the Language Learner Coordinator and Educational Services department. |

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – 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:** Title III and/or other funds will be used by Travis Unified School District to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting families with needed educational and social services is an essential part of creating an atmosphere conductive to academic success. The District supports the offering of the following classes and programs to parents of EL children: ▪ Information on educational programs and partnerships with the District and community-based organizations, services and facilities ▪ School-based information on educational programs and partnerships with the District and community based organizations services and facilities ▪ Parent education classes - Working with your child at home - Parenting ▪ Family Literacy nights ▪ Monthly parent meetings ▪ English Learner Advisory Committee/District English Learner Advisory Committee ▪ Superintendent's Parent Advisory Group When appropriate, materials may be translated into the primary language of the parents. As often as possible, classes will be held in the neighborhood school of the attending parents. Parents "funds of knowledge" will also be tapped as sources of learning for school personnel and students. Parents will be surveyed as to their background and experiences, and encouraged to share their knowledge and skills within classes and school-wide.
		Description of how the LEA is meeting or plans to meet this requirement.

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 curriculum and programs.
	Yes or No
	
	 YES
		If yes, describe:
		▪ Travis Unified School District's goal, as detailed in the Technology Plan is one computer per 4 students. Classroom teachers work with all students to develop their technology skills. The district technology plan outlines how each student will participate in grade-level technology projects.
		▪ Tablets have been purchased for EL Intervention classes in order to provide access to instructional programs intended for English Learners.
		▪ Using tablets or computers, English Learners at CELDT Levels 1-3 access *Imagine Learning English* regularly to improve English language skills with the goal of gaining English proficiency.

10. Other activities consistent with Title III.	**Yes or No** **YES**	**If yes, describe:** Title III funds may be used for conference attendance on topics related to EL students such as but not limited to: ▪ ELD standards ▪ Appropriate student assessments and placement ▪ CPM and NCLB mandates ▪ Effective parent involvement strategies

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

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

Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
	  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
	  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
	  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
	  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
	  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
	  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
	  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
		Upon receipt of their student test scores, and annually thereafter, parents will receive a written explanation of the following information:
		  a. The reasons for the identification of their child as LEP (Home Language Survey response)
		
		  b. The child's level of English proficiency and how it was assessed (explanation of proficiency level on the state's English learner assessment, and explanation of that assessment), and the status of the student's academic achievement.
		
		  c. The method of instruction the student will receive. Program description will include information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used.
		
		  d. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences)
		
		  e. How this program design helps their child learn English (emphasis on ELD component, training of teachers)
		
		  f. Specific exit requirements (what is the reclassification criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.)
		
		  g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

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

	h. information pertaining to parental rights that includes written guidance detailing –
	    i. the right that parents have to have their child immediately removed from such program upon their request; and
	    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
	    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
		h. Parental right (to withdraw from the program but not the services) and to choose a different program
		
		The district may hire bilingual personnel both at the district and site levels who will be available to parents to ensure full understanding of parent rights pertaining to Title III regulations and services offered.
		
		Following initial placement student progress is formally evaluated at three intervals during the year and parents are informed in writing of their child's scores (Progress Monitoring) and any changes in program or classification.
		
		When official scores are received, parents receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights may be given in translated form upon request, both oral and written.
		
		Annual parent notification is disseminated each school year and includes detailed, complete program descriptions, options, and parent rights. Parents may meet regularly with site personnel to receive detailed explanations of the procedures and EL program placement options. When new students are enrolled at the beginning of the school year or during the school year parents are notified of their student's placement and parental rights.
		
		Back to School Nights and Orientations are designed to include providing translated information and support to parents who are not English proficient. Language Learner program personnel are available for individual mini-conferences with parents with concerns or questions.
		
		In addition to parent notification of assessment results and program participation, Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services such as:
		▪ GATE
		▪ AP courses
		These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.
		
		Four times per year site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.

		Description of how the LEA is meeting or plans to meet this requirement.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		

LEA Parent Notification Failure to Make Progress	If the district or a site fails to make its AYP targets, all parents will be notified of such failure in writing. Sites may provide and parents may request assistance for a language they understand and to be provided no later than 30 days after such failure to meet AYP targets occurs. Site and district Language Learner Program personnel will be available to parents with follow-up written letters or meetings to answer any questions the parents may have and to inform them on their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Translation will be provided.
If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	

44

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) .		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** **YES**	Title III and/or other funds may be used to: ▪ Build capacity for strong parent involvement through technical assistance to the sites which will be made available for planning effective parent involvement activities and coordinating with other programs. ▪ Provide written and/or oral translation for parents who receive individual student assessment results and program descriptions. ▪ Build capacity at schools implementing a School-Parent Compact that describes the responsibilities of the school, parent, and student in improving student achievement. ▪ Provide workshops for parents to develop skills, techniques and strategies to assist their children at home. ▪ Provide oral translation for advisory meetings and parent conferences at both the District and site level. ▪ Provide trainings to prepare parents for active participation in DELAC (District English Learner Advisory Committee) and ELAC (English Learner Advisory Committee)

	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No**
		
		YES
			Title III and Title II funds are used to hire a Language Learner Coordinator, who co-ordinates the program and provides and/or supports staff development opportunities for teachers, administrators, and instructional aides and supports funding to release teachers so that they may receive research-based training that specifically includes those strategies which meet the needs of Immigrant students such as:
			SDAIE
			ELD strategies
			Use of adopted ELA/ELD materials
			Effective instructional practices for culturally diverse students
			Balanced literacy
			CLASS (Coaching Leaders to Achieve Student Success) for principals
			Curriculum planning
			   ▪ ELD-ELA connections
			   ▪ Differentiated instruction
			   ▪ Grouping models
			   ▪ Standards-based lesson planning, backward mapping design
			   ▪ Project-based learning
			   ▪ Kagan Cooperative Learning Structures

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:	**Yes or No** **YES**	**If yes, describe:** A variety of programs extend and expand the regular instructional program and focus on the needs of Immigrant students. The following collaborative programs will be coordinated to meet each student's identified needs: • Intervention and supplemental instruction programs • Pupil promotion and retention program • Title I • Site tutoring programs • AP classes • School to Career Program • Summer programs • Plato CAHSEE preparation
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** **YES**	**If yes, describe:** • Travis Unified School District's goal, as detailed in the Technology Plan is one computer per 4 students. Classroom teachers work with all students to develop their technology skills. The district technology plan outlines how each student will participate in grade-level technology projects. • Tablets have been purchased for Intervention classes in order to provide access to instructional programs intended for Immigrant students.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No** **YES**	**If yes, describe:** • Title III funds are used to purchase additional classroom supplies to support basic instruction of Immigrant students (e.g. dictionaries, technology, electronic translators, textbooks)
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** **YES**	**If yes, describe:** • Travis USD participates in the Interstate Compact, a program intended to assist students as they move from state to state and/or to other countries.
Allowable Activiti	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** **NO**	**If yes, describe:**

46

Elementary and Secondary Education Act
Local Educational Agency Plan Goal 2
Budget Update Sample Template

Name of LEA: Travis Unified School District   **Fiscal Year: 2015-2016**
Total Title III Allocation: LEP $ $17,560.00   **Immigrant: $ 9,877.00**
LEP Administrative & Indirect Costs (2%): $ $351.20   **Immigrant Administrative & Indirect Costs: $197.54**

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III

budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	Provide high quality language instruction based on scientifically-based research. Students will be grouped by CELDT level and the grouping will be flexible in order to address evolving needs of EL students.	Certificated ELL Coordinator Supplementary Technology support for EL students	$5,206.00 $13,000.00
Goal 2B: AMAO 2 - English Proficiency			
Goal 2C: AMAO 3 - Adequate Yearly Progress (AYP) in English/Language Arts	Ensure that EL students make adequate yearly progress by providing supplemental instructional materials to address individual student needs.	Supplemental Instructional Materials	$1,100.00
Goal 2C: AMAO 3 – AYP in Mathematics			
Goal 2D: High Quality Professional Development	Provide professional development that will facilitate learning and improve EL student proficiency in English.	Professional development for Reach, Inside, and Imagine Learning English.	$158.78
Goal 2E: Parent and Community Participation			

Goal 2F: Parental Notification			
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	Ensure that Immigrant students make adequate yearly progress by providing supplemental instructional materials and technology; provide trainings for parents to prepare them to participate in DELAC and ELAC; provide intervention and supplementary instruction programs	Supplemental Instructional Materials (Reach, Inside); Parent workshops; Intervention programs during the school day, summer time, and after school	$7,423.24
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs		Indirect Costs (2%) Total	LEP $ 351.20 IMM $197.54 _____ $27,436.76

Program Notes:

    I.   Activities must be of supplemental nature. Align activities with associated estimated costs.

    II.   LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.

    III.   Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

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

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

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

STRENGTHS	NEEDS
All stakeholders in TUSD recognize that the hallmark of continuous student achievement is a strong professional development system that changes and adapts to the trends in student achievement and the needs of beginning as well as experienced teachers, administrators and paraprofessionals. Professional development activities are designed and implemented under the direction of the Assistant Superintendent for Educational Services. The goal of TUSD's professional development program, *"Improving Student Performance,"* is to develop staff effectiveness to improve student performance for all students. TUSD professional development activities meet the California Standards for Professional Development that is based on NCLB's definition of high quality professional development.	TUSD needs to target training for the 9 regular and special education teachers who are not yet highly qualified.
	Math STAR results, report cards, and interim assessment data indicates that TUSD continues to need support for staff and would benefit from a stronger professional development program in the teaching of math. In addition, closing the achievement gap among underachieving, minority and poor students necessitates a stronger professional development system. Staff needs continuing professional development in differentiating instruction, cultural diversity, and effective intervention strategies.
Improving Student Performance features continuous program offerings throughout the year. Program offerings are based on student achievement data, teacher and administrator survey results, California's *Standards for the Teaching Profession,* the K-12 academic content standards, and research of field-based practices. Professional development opportunities offered by TUSD's Educational Services are consistent with board goals, state, district and school initiatives materials, adoptions and research. Our professional development program is characterized by a strong infrastructure of district teacher-trainers who provide training in specialized areas.	
	TUSD needs to continue professional development in mathematics. Strong positive trends in student achievement in mathematics are evident.
For special education teachers, there is continuing staff development around curriculum with SELPA (Special Education Local Plan Area) focus on reading, behavior, and alternative dispute resolution. Nonviolent Crisis Intervention training is provided by Travis USD Program Specialists.	Training in English learner certification must be continued so that all teachers are fully trained. There are 20 teachers who need certification.
Most teachers that apply to TUSD are highly qualified as indicated by the following statistics:	District and Site Administrators need to attend professional development activities with teachers in order to provide support, coaching, and to achieve full understanding of the changes needed in the instructional program.
1. 94.5% of teachers and administrators currently have English Learner Certification CLAD, B-CLAD, ELD/SDAIE. Of teachers not EL certified, 2 teachers (out of eleven total) are currently working on English Learner certification. 2. 100% of teachers are fully credentialed for the areas in which they teach. 3. As of January, 2005, 97.7% of teachers at our Title I schools meet the federal definition of highly qualified. 4. 98.43% of teachers in other schools meet the federal definition of highly qualified. 5. N/A% who are not yet fully qualified have demonstrated subject area competence by passing the MSAT.	District supported on-going professional

6. <u>55</u>% of elementary teachers have advanced degrees and/or certification in reading/language arts.
7. <u>58</u>% of middle and high school teachers have advanced degrees or certification in the subject/s they teach.
8. <u>100</u>% of special education teachers are fully credentialed.

Beginning Teachers

The Yolo/Solano BTSA Program provides pre-intern teachers with subject matter preparation coursework through training in classroom management and teaching strategies, coaching by experienced teachers, and career advisement.

Newly hired teachers who are credentialed are expected to participate in an available BTSA Program. BTSA supports the successful completion of a CCTC approved induction program required to obtain a Professional Clear credential. Models of BTSA provides:
❑ Support from an experienced and trained Support Provider
❑ Focus on content and practice in the areas of special education, technology, multi-cultural education, health/safety, English learners
❑ Guidance to implement formative assessment using a plan-teach-reflect-apply cycle
❑ Career advisement
❑ Specialized curriculum training for year two participants
❑ Partial support from PAR
❑ Formative assessments training that are aligned with standards based performance for teachers and students
❑ Training in the *California Standards for the Teaching Profession* and how to apply these in classroom practice

All Teachers
All instructional staff may participate in TUSD's *Improving Student Performance.* Areas of current focus are:
❑ language arts
❑ mathematics
❑ science
❑ history/social science
❑ writing applications
❑ integration of technology to support all students achieving at the *proficient* levels
❑ English Language Development teaching strategies
❑ Addressing the diverse learning needs of all students

A listing of offerings is included in the Appendices. *Numerous district, state, and federal categorical funds and competitive grants support improving student performance though current budgetary restrictions, cuts, and elimination of funding sources is occurring at all levels noted above..*

Highlights of the program include:
❑ Differentiating instruction for special education students, English learners and other special needs groups

development for Site Administrators that addresses the school leader's role in supporting standards implementation, and addressing the diverse needs of students, especially those in the lowest performing sub-groups, is needed.

Special Education teachers need continued training in the use and development of instructional materials and targeted curriculum to better assist individual student needs.

All Site Administrators need continued budget analysis and development training to better address and plan within current and potentially future impending budget reductions.

Increasing use of technology requires ongoing professional development in the use of software and hardware.

Ongoing professional development is needed to prepare teachers to address students' diverse learning needs (e.g., gifted, English learners, learning disabilities.)

- ❑ Collaboration with UC Davis, Solano County Office of Education, CTAP, California Reading and Literature Project, UC Davis Mathematics Project, K-12 Science Alliance, Sonoma County Office of Education, Stanford University
- ❑ District-wide process to adopt standards-based instructional materials, district interim assessments, and standards-based report of progress.
- ❑ Extended coaching and Professional Learning Community models to provide follow-up and continuous support for implementing new instructional strategies

TUSD teachers may be authorized and supported to participate in a wide range of professional development activities inside and outside of the district. Opportunities they frequent outside of the district are those offered by the Solano and Sonoma County Offices of Education, UC Davis Extension, conferences sponsored by specialized associations, as well as other opportunities offered by institutes of higher education.

Administrators:

TUSD supports district administrators to attend a variety of professional development activities:
- ❑ Technology workshops.
- ❑ 504 training.
- ❑ English Language Development and English Learner Master Plan.
- ❑ Content area training.
- ❑ IDEA training.
- ❑ Aeries training.
- ❑ DataDirector training
- ❑ Renaissance Learning training
- ❑ RtI training
- ❑ Bullying Prevention and Positive School Climate training.
- ❑ Budget training.
- ❑ STAR testing training.
- ❑ Response to Intervention Training
- ❑ Training on how to use data to change instructional practices.
- ❑ English Learner instructional strategies workshops..
- ❑ WASC

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Professional development programs are initiated, continued or changed based on **trends** in summative and formative assessment data. The data used from STAR, site level and district wide interim assessments focuses on how many students are achieving at the "proficient" level to determine exactly where teachers, and administrators need support. Professional development activities are designed and selected based on staff strengths and needs in relation to student achievement results. Needs assessments and surveys are used with teachers and administrators. Programs are provided to support implementation of standards-based instructional materials.	Assistant Superintendent, teacher trainers, consultants, Site Administrators / ongoing	a) N/A	a) $ 150,000	a) Title II, Part A and Part D, SLIB, BTSA, Title III
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: Professional development activities that demonstrate <u>proven success through improved student performance levels on the standards</u> may be initiated.. Features common to these professional development activities include: ongoing coaching; focus on research-based instructional practices; direct relation to currently used instructional materials; individual and collaborative support systems. Current examples include the UC Davis Math Project (Algebraic Thinking), Kagan Cooperative Learning Structures, GLAD (Guided Language Acquisition and Development), use of educational technology, and workshops to support implementation of the Common Core Standards. Successful teachers and principals will demonstrate and coach those who are less successful.	Assistant Superintendent, teacher trainers, consultants, Site Administrators / ongoing	a) Included in cost cited in # 1 (a)	a) included in cost cited in # 1 (a)	a) Title II, Part A and Part D, SLIB, BTSA, Title III

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: a) Professional development activities are substantial and positive based on measurable results in student achievement of the standards indicated by STAR, site level assessments, district wide interim assessments, the High School Exit Exam and SBRC. Positive trends in the data will indicate that a greater percentage of all student groups are achieving "proficient" performance levels on the state's "essential" content standards. ☐ Specific opportunities that focus on eliminating the achievement gap between low-income and minority students have been designed. These include English learner certification and use of technology in the classroom. ☐ Review of all teacher and administrator evaluations of professional development activities. ☐ Collection of district-wide interim assessment data and academic intervention programs.	Assistant Superintendent, teachers, trainers, Site Administrators /ongoing	a) N/A	a) $ 36,500	a) Title II, Part A and Part D, SLIB, BTSA, Title III
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: a) Coordination of the activities occurs through the development of this plan, each school's Single Plans for Pupil Achievement, analysis of professional development activity content, and participant evaluation. Areas of focus are to provide training on using data to improve classroom practice and student learning using DataDirector and the Aeries Student Information System; to provide training and professional development opportunities to improve the academic content knowledge of teachers in particularly mathematics, but also areas of ELA, history/social science, and science; to provide training on how to address the needs of every student by differentiating instruction.	Asst. Superintendent /ongoing	a) $ 11,000	a) $ 12,000	a) Title II, Part A and Part D, SLIB, BTSA, Title III
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: A) Categorical funds enable certificated staff including teachers, administrators, counselors, librarians, psychologists, the nurse and other to attend specialized conferences on school climate, positive discipline, and health services. The Language Learner Coordinator attends professional development opportunities offered by the Solano County Office of Education. Special education classified staff receive on-going training under the supervision of the special education teachers and the program specialists in order to make curriculum standards accessible to learning disabled students.	Assistant Superintendent, trainers, consultants /ongoing	a) N/A	a) $ 60,000	a) Title II, Part A and Part D, SLIB, BTSA, Title III

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: a) Technology training is part of the district's professional development *"Improving Student Performance"* and included within the District technology Plan b) Renaissance Learning Programs. c) Interactive White Boards. d) NEO2 units e) Computer labs f) DataDirector g) iPads h) Plato Distance Learning Program	Assistant Superintendent, Technology Committee, Site Administrators, Teachers, Classified Staff,: ongoing	a) N/A b) N/A c) N/A	a) $ 12,000 b) $ 10,000 c) $ 5,000 d) $200 e) $5,000 f) $28512 g) $20,000 h) $50,000	a) Title I, Title II, Part A and Part D, SLIB, Lottery IMF b) Title II, Part D, Title I, SLIB c) Title II, Part D, Title I, SLIB d) SLIB e) Title II, Part D, SLIB, General Fund f) General Fund, DODEA Grant g) SLIB, DODEA Grant, Title III, h) DODEA Grant
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): a) All elementary schools have access to at least on centrally located computer lab b) Technology support and mentoring is available for teachers. c) TUSD's standards based report card (SBRC) and Aeries are electronic tools in which teachers and administrators have received training/support. d) The district Technology Plan has been updated.	Assistant Superintendent / District Technology Committee	a-c) N/A	a-c) $ 12,000	a-c) Title I, Title II, Part A and Part D, SLIB
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: a) Teachers, paraprofessionals, principals, parents and school personnel have participated through the meetings of the superintendent's parent meetings, Curriculum Council, principal's meetings, department meetings, meetings with human resources and student services personnel. b) The Board of Education, representing the TUSD communities, sets goals and policies that provide focus for programs and professional development. c) School site councils approve the site's professional development through the SPSA.	Assistant Superintendent, Teachers, Site Administrators, District Office staff, Governing Board, Site Councils, BTSA Coordinator: ongoing	a) N/A b) N/A c) N/A d) N/A	a) N/A b) N/A c) N/A d) N/A	a) N/A b) N/A c) N/A d) N/A

54

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

9. How the LEA will provide training to enable teachers to:
   o 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;
   o Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
   o Involve parents in their child's education; and
   o Understand and use data and assessments to improve classroom practice and student learning.
a) Targeted interventions are part of Data Director and Aeries Student Information Systems training. The Aeries Student Information System is available on the computer desktop of every teacher and administrator. Use of assessments provides early identification and remediation (Title I, Supplemental Instruction).
b) Parents are involved through site activities such as Title I compact, School Site Councils, and PTA groups, Family Math, Family Science, Literacy Nights, Computer Literacy for parents, District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC).
c) Teacher collaboration time is focused on aligning benchmark assignments to essential standards. Joint review of student work on those assignments includes planning to address diverse student needs, student behavior management, and working with families.
	Assistant Superintendent, Director of Special Education, English Learner Coordinator: ongoing	(a-c) N/A	(a-c) N/A	a-c) Title I, Title II, Part A and D, Title I, SELPA, SDFSC

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: a) The district may provide a comprehensive professional development program to ensure that all teachers meet the "highly qualified" requirement as described in part (a). The district may support, when and where resources are available, BTSA programs required by those staff needing to complete the requirements. b) The Human Resources office has completed a needs assessment for all classified instructional staff. The district will select a state-approved qualifying exam to administer to staff that need to fulfill this requirement. The district may provide sufficient training for staff to be successful with the exam.	BTSA Coordinator, Human Resources, Assistant Superintendent, Site Administrators, Teachers: ongoing	a) N/A b) N/A c) N/A	a) $ 32,000 b) $ 5,000 c) N/A	a) BTSA b) Title II, Part A c) N/A

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
Travis Unified School District Safety Plan is supported by individual safety plans at each site. Issues addressed in these plans include: **Physical Safety**: • Emergency Response Team Training • School Resource Officer (7-12) • Conflict managers/resolution teams • Emergency drills practiced on a regular basis • Health Specialists at all sites w/ District nurse for consultation • Vision, hearing and scoliosis screenings for students • SKIP (Solano Kids Insurance Program) available to families • Nonviolent Crisis Intervention training for staff at all school sites **Social Well Being:** • Discipline policies • Student/parent handbooks • After school academic/athletic/enrichment activities • After school "activity" bus for secondary students • Community Day School • In-school suspension (K-12) • Saturday school for truancy/discipline (9-12) • School Attendance Review Board • Progressive Discipline • Majority of sites trained in BEST practices • Access to community volunteers representing a variety of socioeconomic and vocational interests **Emotional/Psychological Support:** • School psychologist and/or counselors at all sites • Student Study Teams • Parents /Student/School Compacts such as Parents and Students Seeking Success • Character Counts (7-8 and some K-6 sites) • Consultation with mental health staff at base hospital regarding military dependent students • Vacaville Police Department Intern Social Worker for some sites • Travis Air Force Base Liaison • Project Support: grant program to provide counseling at some sites **Intellectually:** • Summer School (7-12) and ESY for Pre-K - 12 • RTI programs for students struggling academically • Career Pathways (9-12) • Spanish Language Immersion Program (K-6) • Access to technology for all students • Library media aides at all levels • Collaboration with Solano County Office of Education to provide drug and alcohol prevention program for grades 4, 6, and 7. • Tutoring provided by volunteers, both cross-age and community volunteers	• Continue staff and student training and recognition for conflict managers/resolution teams at all levels. • Update school safety plans/procedures annually and communicate with staff, students, and parents. • Continue the SARB process for elementary sites. • Link high-risk students to community based support systems. • Consistently implement discipline procedures district wide. • Involve a broader base of parents at the site level. • Translate materials that inform parents about rules, responsibilities and procedures for discipline and behavioral problems. • Continue training and support for staff in Nonviolent Crisis Intervention practices. • Continue to improve the safe egress and ingress for our students—while improvements have been made at Scandia and Golden West to facilitate traffic, there are still needs that must be addressed • Examine our data on bullying on the school sites, and begin to explore programs that may address this issue. • Continue staff mentoring for high-risk students. (7-12) • Provide additional fencing/lighting/and or monitoring system for after school hours on secondary sites and for Center Elementary. • Provide additional psychologist/counselor time for counseling and support of students • Provide additional campus monitor hours for secondary and elementary sites • Provide public announcement systems needed at some sites to improve safety communications

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
Physical Safety:

Physical Safety:
- Emergency Response Team training
- School Attendance Review Board.
- Yearly health screenings in vision, hearing, and scoliosis.
- Yearly update of student/parent handbooks.
- Conflict management/resolution teams available.
- Progressive discipline programs to include expulsion procedures.
- Training for Administrators on suspension and expulsion procedures.
- Nonviolent Crisis Intervention training for staff at all school sites.
- Campus monitors at secondary and, where possible, targeted Elementary School Sites

Social Well Being:
- Before/after school programs for enrichment, academic support, interscholastic and intramural athletics, homework clubs, music, peer tutoring, drama, yearbook, journalism, community service-based clubs.
- Operation Hero program on base schools which provides social support and tutoring for military students.
- Transportation available for secondary students to avail themselves to these after/before school activities.
- Alternative Education programs, including a Community Day School and an Independent Study program as available for students with need
- The District has implemented a Wellness Plan for students and staff
- The adoption of a comprehensive (K-12) health curriculum
- BEST practices used by majority of school sites

Emotional/Psychological Support:
- Counseling support for students/parents with deployed parent/relatives through our school psychologists and counselors at all school sites.
- K-12 Psychologist/Counselor led student group meetings.
- Collaboration established with Solano County Office of Education to integrate systems and resources to assess and identify prevention education strategies in achieving a reduction in alcohol, tobacco and other drug use among the youth attending TUSD
- School Resource Officer serves as a liaison between students, parents, and community; issues citations for criminal acts; patrols secondary campuses, participates in the School Attendance Review Board
- Common Sense Parenting classes provided for military parents through David Grant Medical Center

Intellectually:
- Coordinated common planning times for elementary and secondary staff.
- Coordinated program with Travis Air Force Base Family Support Center for Operation Hero at the base schools.
- Volunteers within the classroom to tutor students.
- RtI programs in place to support struggling students
- The elementary school and middle school students are receiving the "Too Good for Drugs" instruction by means of a collaborative effort with the Solano County Office of Education.
- The high school has purchased materials to supplement their health curriculum to support safe and drug free choice and increase student resiliency and they will be including further instruction in their health classes.
- An additional reading and math period are in place for students not yet passing the CAHSEE.

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

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

STRENGTHS	NEEDS
• Ongoing collection of data on ATODV through CHKS. • Information gathered on suspensions, expulsions, and crime incidents within our community (from Aeries Student Information System). • Teachers provide instruction on the appropriate use of information on the Internet. • Buddy programs in place to welcome new students at most schools • Safe School Plans are in place at each site and goals are updated yearly. • School psychologists and/or school counselors are available at each school site for counseling/prevention/cessation. • Too Good for Drugs program promotes healthy choices for students and provides pre and post instruction data • Anti-bullying programs at school sites	• Buy in for teachers to integrate ATOD issues into their curriculum needs to be improved. • Teacher training in strategies for integrating ATOD into the curriculum at all levels. • Staff needs to participate in staff development offerings and have incentives for doing so. • ATOD data needs to be reviewed on a yearly basis, not just when the CHKS results are given to sites. • More comprehensive transition programs to link elementary-middle and middle-high school students. • Diversity is addressed through the use of standards based instructional materials and additional adjunct training for all staff is needed. • Continue to provide the funds for the "Keeping it Real" program through categorical funds

Travis Unified School District/ Revised May 2013

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:
The funding source for this program has been eliminated and this program was not presented to students in 2010.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2012 Baseline Data		Biennial Goal (Performance Indicator)	
The percentage of students that have ever used cigarettes will **decrease** biennially by:	7th	5%	7th	1%
	9th	20%	9th	5%
	11th	22%	11th	5%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th	3%	7th	1%
	9th	10%	9th	1%
	11th	11%	11th	1%
The percentage of students that have used marijuana will **decrease** biennially by:	7th	6%	7th	1%
	9th	29%	9th	10%
	11th	41%	11th	10%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th	6%	7th	1 %
	9th	28%	9th	2 %
	11th	27%	11th	2 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th	2 %	7th	1 %
	9th	15%	9th	1 %
	11th	18%	11th	2 %

The percentage of students that feel very safe at school will **increase** biennially by:	7th	20%	7th	1 %
	9th	25%	9th	1 %
	11th	39%	11th	2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th	20%	7th	1 %
	9th	18 %	9th	1 %
	11th	12 %	11th	1 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by _____ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	15%	1 %

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date: Fall 2007** **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:	7th	34%	7th	2 %
	9th	32%	9th	2 %
	11th	53%	11th	2 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	7th	49%	7th	1 %
	9th	49%	9th	2 %
	11th	59%	11th	1 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	7th	13%	7th	2 %
	9th	14%	9th	2 %
	11th	23%	11th	2 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	7th	39 %	7th	1 %
	9th	30 %	9th	1 %
	11th	38 %	11th	1 %

Other Performance Measures

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

LEA Specified Performance Measures **A2A Attendance Monitoring System** (Process to Collect Data)	Performance Indicator Goal	Baseline Data
A2A is an attendance monitoring system that interfaces with Aeries, our student information system, to track student attendance. Truancy letters are automatically generated after three absences and outcomes are tracked.	14%	15%

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
Keeping It Real	A, TD	6, 7	1,165	1/12	1/05	1/05

Our interpretation of our data led us to concentrate our efforts into the late elementary and middle school years. The California Healthy Kids survey data indicated that the onset of drug and alcohol use for our district's population was somewhere between fifth and ninth grades. We wanted to concentrate our efforts on prevention of use, so we targeted our elementary schools—sixth grades, and our middle school—7th grade. A new program, Keeping It Real, was introduced at the 6th and 7th grade levels in conjunction with the Solano County Office of Education. The California Healthy Kids Survey was reinstated in Travis Unified this year at grades 7, 9, and 11. The surveys were completed by students in the Spring of 2012.

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	AOD	6-12
X	Conflict Mediation/Resolution	V	7-12
X	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	ATODV	K-12
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV	K-12
X	Tobacco-Use Cessation	T	9-12

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
X	Other Activities BEST practices Character Counts Anti-bullying programs	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.

In collaboration with the Solano County Office of Education, the district has adopted the *Keeping It Real* program for our 6th and 7th grade students. We want to continue our prevention efforts at the late elementary and middle school level. Our data indicates our students' first use of ATOD is during these years.

CHKS data has been shared both with sites and with the public regarding our ATOD. In addition, the pre and posttests from the *Keeping It Real* program show an increased awareness of our students to the dangers of ATOD from the participation in the program. This data is also shared with sites, site councils, and with the board and public through a board meeting.

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, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

We will continue to use the CHKS every other year as required. We have completed the survey for Spring of 2012Sites have been given their new data, and will now have comparison data for the past three surveys that spans 6 years.

Students will also complete pre/posttest after the Keeping It Real Program delivery to assess changes in knowledge, attitudes, and intentions to use ATOD and participate in violent acts.

We will continue to work with our local law enforcement agencies, probation department, community services, and county mental health to provide services and information to students involved with ATODV. The Coordinator of Student Services and the Principal for Alternative Education meet monthly with the Interagency Task Force to exchange information on "at risk" students. In addition, our secondary administrators attend a monthly "Gang Task Force Meeting" to gain information on local trends with ATOD and street violence.

The CHKS data is analyzed, along with additional site information, by the site-level Safe Schools Committee looking at both district wide trends and specific strength and needs at each site. Goals addressing areas of concern are included in the *Safe Schools Plan* for each site. These plans are shared with the Governing Board each March. District-wide trends are discussed at the District Safety Committee meetings, and categorical budgets are reviewed to ensure that the money spent is addressing the needs of the district.

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.

Evaluation after a series of prevention lessons throughout the school year, post-test information on changes in knowledge, attitudes and intentions will be collected for those students involved with the curriculum "Keeping It Real." This information will be shared with the Safety Committee, individual sites, and the School Board. The sites use the CHKS data, the "Keeping It Real" data, and survey data collected each spring from a parent, student, and staff survey as well as discipline and truancy data to set goals and action items for their Safe School Plans. The Safe School Plans are shared out with School Site Councils, Leadership Teams, etc. to ensure that all stakeholders are kept informed. The CHKS data and Safe School Plans are shared with the school board at a public meeting in March.

Information will be available in the SARC and other local communications such as the Annual Report to 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])

The school district defines the highest need students as students who receive Title I services, are English Language Learners, have emotional or mental health problems, and are performing below standards. The following services are funded for students with the greatest needs:

- Early identification and intervention services with district counselors and/or psychologists
- After school activities that focus on academic tutoring, and opportunities to participate in non-academic, creative, and athletic activities.
- Saturday School for students with ATOD use on campus truancy and other discipline matters
- Youth development projects such as canned food/warm coat drives
- Referral System for family counseling and support services is a part of every Single Plan for Pupil Achievement (Appendix L)
- Foster Care and Homeless Liaison in the District to provide services or referral to services for our Foster and Homeless Youth
- An after school intervention program for students suspended for alcohol and/or other drugs.
- A tobacco cessation referral booklet and referral to community tobacco cessation program for students who express an interest in quitting tobacco use.

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.

Our district has entered into a collaborative effort with the Solano County Office of Education to diversify the information and community resources for our district. A liaison from our district attends all Safe and Drug Free Schools County meetings, and shares information back with our district Safety Committee, which includes members from school sites including teachers, administrators, classified staff, students, parents, nurse, supervisor of custodians/grounds and community support from Travis Air Force Base..

Coordination takes place through the district LEAP and the SPSA's. Training on Nonviolent Crisis Intervention is partially funded by Carl Washington Funds. This is offered as an ongoing part of Travis Unified School District's professional development.

District staff attends meetings held by local law enforcement and juvenile probation organizations to disseminate information and coordinate efforts in dealing with our students. The district works closely with the local law enforcement agencies to refer students and families to diversion programs.

Student Service personnel attends meetings with the District Attorney's office and local law enforcement to share truancy information and ensure that the district, court, and probation department have procedures that work efficiently for court referrals from the district SARB.

The Vacaville Police and Fire Departments provided emergency response team training to 60 of our staff members in the last five years. Each year trained staff participates in a simulation disaster drill. The instruction is free, and emergency backpacks and materials for the program came from the Safety Rebate money provided by our district's insurance agency.

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 involved in our district at many levels, such as volunteers in the classroom; committees such as PTA, Safe & Sober Grad Night, School Site Councils, Leadership Teams, Booster Clubs, and District Safety Meetings. Parents are recruited from all ethnic and socioeconomic groups in our district to be representative. Information on Suspension/expulsion data is presented to the school board, and is included in each school's SARC. Parents and other community members are invited and encouraged to attend the District Safety Meetings. All Safe School Plans and SPSA's are developed and approved with site committees which include parents and community members as active participants. In addition, the plans are presented in a public board meeting for review and approval. The CHKS data is posted on our district web site and shared with the school board at a public meeting. We are continuing the "We Tip" program that allows students and parents to report crime on school sites anonymously. Every year the district sends out a parent booklet that contains all notifications to parents required by education code. This goes out either in a mailing before school starts, is given out at counseling appointments before school starts, or is sent home the first week of school.

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.

Once pregnant minors or minor parents are identified by the district, they may meet with their counselor and/or school psychologist. The counselor assesses when services are needed, including whether the minor uses tobacco or has family members who use tobacco products. Students have access to community agencies that provide cessation counseling on a one to one basis. The counselor/psychologist provides case management to the adolescent assuring these linkages are completed and follow up is provided.

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
N/A	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Funding Source
5.1 (High School Graduates)	a) All students complete four-year academic plans upon enrollment. b) Parents are notified of graduation requirements. c) Counselors are assigned to all students, and schedule annual meetings to assess progress. d) Notices are sent to parents concerning progress; conferences are scheduled when needed.	a) All students	a) Counselors and administrators/at enrollment b) Administrators and parents/annually c) Counselors/ongoing d) Administrators, counselors and parents/as needed	a-d) Vanden High and Travis Education Center will set goals of 100% and 98% graduation rates for regular ed students.	a-d) General Fund; Pupil Retention Block Grant, CAHSEE Fund
5.2 (Dropouts)	a) Student council b) 28 interscholastic athletic teams, for females and males c) A wide variety of extra-curricular and co-curricular activities and clubs	a) Elected student leaders b) 450 student athletes c) 450 students participate in extra-curricular and co-curricular activities	a) Vice principal /ongoing b) Coaches / annual, by season for each sport c) Teachers / ongoing	a) Maintain high percentage of student involvement	a-f) General Fund, Boosters Clubs
5.3 (Advanced Placement)	**Vanden High School** a) Course for each student is evaluated independently. Each year the course is open to anyone at any time: • Grades in subject • STAR • Teacher recommendation • Entry exam	a) 318/1666 students	a) Counselors	a) Continued increase in the % of students enrolled in Advanced Placement.	a) General Fund

Additional Mandatory Title I Descriptions

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

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

Title I ranking criteria is student eligibility for free and reduced price lunch. The district wide poverty rate is 27.6% and schools are funded by poverty ranking. During 2012-13, Title I funds were allocated to four elementary schools and one middle school on a targeted assistance basis.

> 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/rl, for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

For the targeted assistance school identification of students, staff target specific content areas and grade levels based on student achievement data. Students eligible for service are identified for Title I services using multiple measures including teacher referral checklists, district-wide formative assessments in mathematics and English Language Arts, and CST in English Language Arts and Mathematics.

Students transitioned from their Title I experience are monitored for determination of sustained growth. Teachers are the primary decision-makers assisted by support staff including administration and guidance personnel.

Parents are notified of eligibility and may accept / decline services and advised in writing, group meetings and parent-teacher conferences regarding the Title I program. Annual evaluation of student progress by staff and School Site Council is reported to the school community.

Additional Mandatory Title I Descriptions
(continued)

Provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The Title I Supplementary Instruction is held before and/or after school for grades K-8. Reading, English Language Arts and Mathematics are focus areas. Various grade level programs also occur during summer vacation weeks. The class size for supplemental instruction classes such as summer school and other supplementary hourly programs is maintained at 27 student maximum hard cap. **Homeless students are identified; parents notified of eligibility and may accept / decline services.** In addition, Title I instruction is provided during the school day at some school sites.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Each school is making adequate yearly progress. The district has an API of 834, with no school achieving lower than 801.

The LEA supports all schools by:
- Providing assessment data analysis.
- Providing budget analysis and planning.
- Supporting the development of the Single Plan for Student Achievement.
- Providing a professional development program that addresses academic achievement of students and teachers.
- Providing site specific support as requested.
- Providing standards based curriculum and instructional materials for use district-wide.
- Providing standards based curriculum guides and pacing guides for History-Social Science, Science, Mathematics, and English Language Arts, K-6.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Three schools have entered Program Improvement Year Two (Cambridge, Center, Golden West) and one school (Scandia) has entered Program Improvement Year One.
The LEA will:
- Provide notification to parents that the school is in Program Improvement
- The parent notification will include information about what PI status means, what the school is doing to address the problem, offer a transfer to a non-PI school with paid transportation
- Provide information to help parents decide which school(s) would be best for their student
- Provide information about supplemental services such as before and after school intervention programs, services offered during the school day, services for English Learners

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 sections 1118 and 1119.

Professional development is based on 1) student achievement data and, 2) teacher need (not yet HQT). Each school's Single Plan for Student Achievement demonstrates how resources are used directly to support professional development focused on improving student performance. Data is analyzed and professional development is planned accordingly.

Schools share professional development opportunities.

Teachers at all schools may participate in professional development activities designed to assist them in becoming highly qualified teachers. Title I funds (5%) are set aside specifically to support those teachers not yet highly qualified and their highly qualified colleagues in professional development activities designed to enhance their effectiveness in providing instruction for Title I students.

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.

The goal for the coordination of educational services is to ensure that there is a cohesive, non-fragmented system of support beyond and not intruding upon the core academic program for students. The intensive/academic intervention programs are offered in expanded day, Intersession, and summer programs. These programs enhance classroom instruction using supplemental instructional strategies and materials specifically designed for intervention. District and community resources to support the health and social needs of the students and their families are part of this coordination.

All qualified students, including homeless and immigrant children, students with disabilities and English Learners, may participate in Title I funded activities that supplement the core academic program. The focus is on targeted instruction with curriculum-based assessments. Students are identified and progress tracked through Student Study Team meetings and the use of qualified data tools and assessments by school site staff. Records of the meetings and student intervention Action Plans follow the student through his/her school years and rosters of students who participate are maintained.

Community resources are combined with school resources to improve the school stability, access, and support for our children and their families. The community support systems in place address the health and human needs of our students, while the district focuses on their academic needs. The Safe Schools Committee meets quarterly to share input of key stakeholders within our community. The committee is comprised of members representing:

  K-12 Principals and Assistant Principals
  Site Safety Committee Teacher Reps
  Certificated Staff Union President
  Supervisor of Maintenance & Operations
  District Nurse
  Assistant Superintendent of Educational Services
  Secretary of Student Services Office
  Travis Air Force Base School Liaison

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% 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 <u>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))</u> 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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> 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.

Travis Unified School District/ Revised May 2013

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

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

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

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

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Have consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

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

<u>New</u> 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

Kate Wren Gavlak, Superintendent
Print Name of Superintendent

_____

Signature of Superintendent

June 11, 2013
_____

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Websites

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)
  www.cde.ca.gov/ta/ac/ap/

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

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

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

- California Testing & Accountability
  www.cde.ca.gov/ta

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

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

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

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs has 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
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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
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/Population						Type
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

APPENDIX F

Improving Student Performance
Staff Development Activities for 2012-13

	Date	Staff Development/Workshop
1.	2012-13	CASH School Facilities Leadership Academy
2.	7/16-20/12	UCDMP Teacher Leadership Institute
3.	7/19/12	School Finance & Management Conference
4.	7/23-7/26/12	STEM Training
5.	7/30-8/1/12	Kagan Cooperative Learning Conference
6.	7/30-8/2/12	STEM Training
7.	8/6-8/11/12	Instructional Coaching Institute Levels 1/2
8.	8/13-15/12	DoDEA Algebraic Thinking Staff Development Summer Workshop 4th-6th Grade
9.	8/16-17/12	DoDEA Algebraic Thinking Staff Development Summer Workshop Grade K-1
10.	8/28/12	CELDT Scoring Training of Trainers
11.	8/30/12	Simplifying Response to Intervention
12.	8/30/12	Secondary Academic Institute for Leaders (SAIL)
13.	9/4-9/7/12	Project GLAD Academic Excellence
14.	9/6/12	EL Professional Development
15.	9/10/12	FBLA Officer Adviser Training
16.	9/11/12	Soup to Nuts
17.	9/11-12/12	Excel Basics & Beyond
18.	9/12-13/12	Mastering Quickbooks Level 1
19.	9/12/12	SCOE T2 Teachers Training
20.	9/13/12	DoDEA Algebraic Thinking Grades 2-3
21.	9/17-18/12	Training of Trainers for the CA Common Core State Standards
22.	9/18/12	DoDEA Algebraic Thinking Grades 2-3
23.	9/19/12	DoDEA Algebraic Thinking 4th Grade
24.	9/19/12	DoDEA Kagan Math Workshop
25.	9/20/12	PLATO Workshop
26.	9/20/12	DoDEA Algebraic Thinking Grades K-1
27.	9/20/12	Secondary Academic Institute for Leaders
28.	9/21-26/12	NAFIS Conference
29.	9/25/12	DoDEA Common Core Standards K-1
30.	9/25/12	Non-Traditional & Special Populations Workshop
31.	9/25-26/12	ERIS: Effective Reading Intervention Academy Content Training
32.	9/26/12	STEM In Action Series
33.	9/26/12	Title II Technology Training: Next Steps
34.	9/26/12	Title II Technology Training: Data Director

35.	9/27-28/12	CDE 2012 Title 1 Conference
36.	9/28/12	CUE Common Core Learning Tour
37.	10/3/12	Implementing Positive Behavior Intervention & Supports
38.	10/3-5/12	WAI Region 3 Fall Business Meeting & Training
39.	10/4/12	ASD: Communication Assessment & the SLP
40.	10/8-9/12	Eagle Software (Aeries)
41.	10/8-9/12	Training of Trainers for the CA Common Core State Standards
42.	10/9/12	DoDEA Algebraic Thinking Grades 2-3
43.	10/15/12	DoDEA Algebraic Thinking Grades K-1
44.	10/15/12	Bullying and Positive Behavior Support
45.	10/16/12	DoDEA Algebraic Thinking Grades 2-3
46.	10/16/12	Social and Emotional Learning
47.	10/16/12	DoDEA Algebraic Thinking Grades 2-3
48.	10/18/12	DoDEA Virtual Learning Plato Training
49.	10/19-21/12	CA Science Teachers Association
50.	10/23/12	DoDEA Algebraic Thinking Grade 1
51.	10/24/12	STEM In Action Series
52.	10/24/12	ADA/FEHA Interactive Process Workshop
53.	10/24-27/12	ASCD Conference
54.	10/26-28/12	FBLA Leadership Development Institute
55.	10/30/12	Secondary Academic Institute for Leaders (SAIL)
56.	10/30/12	Strategies for using iPads, phones, and other tech devices to strengthen classroom content learning
57.	10/30/12	Solano Teaching American History Academy
58.	11/2/12	Singapore Math - Building Number Sense
59.	11/5/12	Tier II Administrative Services Academy
60.	11/6/13	PLC for CTE
61.	11/7/12	Implementing Positive Behavior Intervention & Supports
62.	11/7/12	BER What's New in Young Adult Literature
63.	11/14-18/12	Military Interstate Children's Compact Commission
64.	11/15/12	Secondary Academic Institute for Leaders
65.	11/15/12	ERIS: Effective Reading Intervention Academy Content Training
66.	11/27-28/12	iPad for the Classroom
67.	11/29/12	DoDEA Algebraic Thinking Grade 1
68.	11/30/12	Kagan Workshop
69.	12/1/12	Kagan Workshop
70.	12/4/12	DoDEA Common Core Standards K
71.	12/5/12	Algebraic Thinking 4th Grade
72.	12/5/12	Algebraic Thinking 6th grade
73.	12/6/12	Time Management Training
74.	12/6/12	Algebraic Thinking 3rd grade
75.	12/6/12	PLC for CTE

76.	12/10/12	SCSBA Dinner Meeting
77.	12/11/12	Algebraic Thinking 2nd grade
78.	12/12/12	Algebraic Thinking 5th Grade
79.	12/12/12	PBIS Breakfast Meeting
80.	1/7/13	ASB Workshop
81.	1/9/13	CCCSS Live Planner and Mapping
82.	1/9/13	Secondary Academic Institute for Leaders
83.	1/13/13	Special Education Self Review Training
84.	1/15/13	Governor's Budget Workshop
85.	1/15/13	DoDEA Transitioning to the CCSS 2nd grade
86.	1/16/13	EL Professional Strategic Workshop
87.	1/16/13	DoDEA Transitioning to the CCSS 4th grade
88.	1/17/13	DoDEA Transitioning to the CCSS 3rd grade
89.	1/17/13	EL Professional Development
90.	1/17/13	America on the World Stage
91.	1/18-20/13	PK1 Annual Conference
92.	1/25-26/13	CSBA Brown Act and Board President's Workshops
93.	1/22/13	LEA Designee Asbestos Training
94.	1/22/13	NEW CTE Model Curriculum Standards
95.	1/23/13	DoDEA Transitioning to the CCSS 5th grade
96.	1/23/13	Asbestos Awareness Training
97.	1/23/13	DoDEA Transitioning to the CCSS 5th grade
98.	1/24/13	Indoor Air Quality & Mold Training
99.	1/24/13	Pest Prevention by Design Guidelines
100.	1/24/13	Site Visits - Special Education Ad Hoc Committee San Diego
101.	1/28/13	True Lies: Detecting Deception
102.	1/29/13	Site Visits- Special Education Ad Hoc Committee - Val Verde USD
103.	1/30/13	Tier II Administrative Services Credential
104.	1/30/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 6
105.	1/30/13	Tier II Administrative Services Credential
106.	1/30/13	STEM++ in Action Series
107.	1/31/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 1
108.	1/31/13	Digital Demands of the Common Core for Administrators
109.	1/31/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 1
110.	1/31/13	Win Win Discipline, Kagan Workshop
111.	1/31/13	Digital Demands of the Common Core for Administrators
112.	2/6/13	Google Tools for Instruction & Productivity
113.	2/6-7/13	Oasis Basic & Advanced Operator Training
114.	2/7/13	Public Health & Safety Preparedness & Response
115.	2/7/13	Effective Tools for Preparing Students for Access and Success in Higher Education

116.	2/7/13	Spray Safe
117.	2/12/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 6
118.	2/12/13	PBIS Community of Practice Breakfast Meeting
119.	2/13/13	Solano College Counselor Conference
120.	2/14/13	Notary Commission Renewal
121.	2/13-14/13	Prepare Workshop
122.	2/14-16/13	Educating for Creative Minds; Using Brain Science to Ignite Innovation and Imagination
123.	2/14-18/13	Kagan Cooperative Learning Institute Winter Academy
124.	2/17-18/13	Kagan Coaching: Kagan's Revolutionary In-the-Moment Approach
125.	2/21/13	Surviving a School Shooting
126.	2/22/13	NEW CTE Model Curriculum Standards
127.	2/23/13	DoDEA Transitioning to the CCSS grade K
128.	2/25/13	EL PD Developing Academic Language
129.	2/26/13	Mental Health Prevention & Care Services in Schools
130.	2/27/13	Seth's Law/Strategies and Tools to Stop Bullying
131.	2/27/13	Empower Yourself and Others to Stop Bullying
132.	2/28/13	EL Professional Development- Strategic Workshops: Reading Comprehension and EL Students
133.	2/28-3/1/13	ACSA 2013 Classified Educational Leaders Institute
134.	3/2/13	Playworks "Playshop" for Teacher, Parents & Staff
135.	3/2/13	FBLA - Northern Section Leadership Conference
136.	3/2-3/5/13	NAFIS 2013 Spring Conference
137.	3/4/13	Meeting the Common Core Standards for English Through Teaching Character & Leadership Development
138.	3/5/13	Unemployment Insurance Seminar
139.	3/6/13	MDTP Math Teachers Workshop
140.	3/7/13	EL Professional Strategic Workshop
141.	3/13/13	Water Quality Monitoring for Compliance
142.	3/14/13	Secondary Academic Institute for Leaders (SAIL)
143.	3/15/13	US Air Force Academy Influence Workshop
144.	3/16/13	UCDMP Saturday Series: The Vision of Common Core
145.	3/18/13	ERIS: Effective Reading Intervention Academy Content Training
146.	3/19/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 2
147.	3/20/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 3
148.	3/20/13	DoDEA Algebraic Thinking/Transitioning to the CCSS Grade 4
149.	3/21/13	Vocabulary and Word Work for the CCSS
150.	4/4/13	SF Urban Integrative Pest Management
151.	4/9/13	DODEA Common Core Mathematics Implementation K
152.	4/9/13	Professional Learning Community
153.	4/9/13	PLC MCS Workshop

154.	4/10/13	Developing Positive Emotional Habits
155.	4/11/13	DoDEA Common Core Grade 1
156.	4/16/13	Transitioning to Smarter Balanced Assessment
157.	4/18/13	Tier II Administrative Services Credential
158.	4/19/13	Anxiety in Sensory, Autism and ADHD
159.	4/19-21/13	FBLA National Conference
160.	4/22-23/13	CA State Council for the Interstate Compact
161.	4/25-26/13	Workability Region 3 Spring Business Mtg.
162.	4/25/13	FRISK Training
163.	4/26/13	CELDT Scoring Training of Trainers
164.	5/2/13	EL Professional Strategic Workshop
165.	5/2/13	Education Facilities Energy Emporium
166.	05/7-8/13	Eagle Software Regional Workshop/Aeries
167.	5/7/13	iPad Team Visit to Calistoga
168.	5/13/13	Non-medication treatments for ADHD- ADHD and the Immature Brain
169.	5/14/13	PBIS Community of Practice
170.	5/14/13	DoDEA Common Core Standards K
171.	5/16/13	DoDEA Common Core Standards Grade 1
172.	5/20/13	Governor's May Revise
173.	6/20-21/13	Common Core and Understanding by Design Framework
174.	6/20-22/13	Home Ec Careers & Tech Leadership Conference
175.	6/24-28/13	Modeling in the Middle Grades
176.	6/25-28/13	Pacific AP Institute
177.	6/27-30/13	FBLA National Conference

1. Mean Girls Seminar
2. Microsoft Excel Basics/Beyond the Basics
3. NAFIS Conference & FISEF Level One
4. NAFIS Conference
5. NEO2 Training Team
6. New Staff Orientation
7. Nonviolent Crisis Intervention Training
8. Northern California High School Counselor Conference
9. Planning for State Standards
10. Plato Training
11. Practical Planning for Successfully Implementing the Common Core
12. Pre-School Conference
13. Professional Development Collaborations
14. Renaissance Learning Refresher

APPENDIX G
Professional Development Key Themes

- **Implement the elements of Professional Development [progress monitoring, collaboration, interventions]**
- **Implement existing mathematics and ELA adoptions and implement in a consistent, coherent manner**
- **Increase language proficiency and grade level performance for English learners**

Focus Areas and Timeline 2009-2013 to Implement Key Themes

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
I. K-6 Report Card Goal: All K-6 teachers will use the updated standards-based report card [Aeries].	**Report Card Update** Review and update as necessary current District-wide Electronic version	**Report Card in place** Review and update as necessary current District-wide Electronic version	**Report Card in place** Review and update as necessary current District-wide Electronic version	**Report Card in place** Review and update as necessary current District-wide Electronic version
II. Assessment & Progress Monitoring Goal: District wide system of common assessments, including curriculum embedded, supported by Datawise.	**Common Assessment in place** District-wide common assessments window is calendared, including RESULTS assessments. Datawise [data management system] is in place; training continues. Results for district common assessments and STAR tests are disaggregated for analysis and use to inform instruction.	**Common Assessment in place** District-wide common assessments window is calendared, including RESULTS assessments. New DataDirector student academic assessment data management system is in place; training opportunities for staff continues. Results for district common assessments and STAR tests are disaggregated for analysis and used to inform instruction.	**Common Assessment in place** District-wide common assessments window is calendared, including new benchmark assessments. DataDirector system is in place; training opportunities for staff continues. Results for district common assessments and STAR tests are disaggregated for analysis and used to inform instruction.	**Common Assessment in place** District-wide common assessments window is calendared, including new benchmark assessments DataDirector system is in place; training opportunities for staff continues. Results for district common assessments and STAR tests are disaggregated for analysis and used to inform instruction.

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
III. English Learners Goal: All curriculum and instruction policies will reflect research based best practices to support English learners meeting all yearly AMAO targets.	**Language Learner Coordinator [LLC]** LLC provides: ELD training; on-site coaching, and support in obtaining appropriate and effective instruction, support, materials, and tools	**Language Learner Coordinator [LLC]** LLC provides: ELD training; on-site coaching and support in obtaining appropriate and effective instruction, support, materials, and tools	**Language Learner Coordinator [LLC]** LLC provides: ELD training; on-site coaching and support in obtaining appropriate and effective instruction, support, materials, and tools	**Language Learner Coordinator [LLC]** LLC provides: ELD training; on-site coaching and support in obtaining appropriate and effective instruction, support, materials, and tools
IV. Renaissance Learning: Mathematics and ELA Goal: Students at all K-6 schools will have access to Renaissance Learning Programs to support learning and instruction in Math, Reading and English Language Arts.…	District initiative to consolidate any site level Renaissance Learning programs into district wide expanded access and web hosted program to enhance and expand access for students at all schools	Support District expansion and use of RL program at the K-6 and to provide staff development support while continued to explore need and access for targeted 7-12 use.	District support of K-6 and targeted 7-12 RL programs in regards to student access, alignment with standards and student academic growth, progress and assessment as well as professional development	District support of K-6 and targeted 7-12 RL programs in regards to student access, alignment with standards and student academic growth, progress and assessment as well as professional development

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
V. Instructional Materials: Mathematics Goals: 1. Math Adoption Committee will select new Math materials that meet district selection criteria. 2. Math Adoption Committee will guide textbook adoption process through site implementation by Fall 2012 3. Teachers will receive training and support for coherent and consistent implementation.	**Mathematics Adoption Suspended ~ Form Selection Committee** Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Adoption committee meets with secondary adoption committee to bridge and build a common foundation. Attend Publisher's fair when offered. Invite publishers to make presentations to district staff.	**Mathematics Program Assessment for Existing District Student Achievement Data** Build staff development program for math instruction Build DataDirector accessible assessments and tools for staff to pilot and implement Build Professional Learning Community groups at sites and at district level to work together on student achievement goals in math	**Mathematics** Continue building staff development program via DoDEA grant for math instruction and supporting staff in mathematics instruction Continue to build, review, and adjust DataDirector accessible assessments and tools for staff to pilot and implement Build Professional Learning Community groups at sites and at district level to work together on student achievement math goals Introduce and provide staff development opportunities for upcoming new Common Core Standards in Math	**California Common Core Standards Planning and Possible Mathematics Textbook Adoption Process begins in anticipation of State Adoption Timeline Reinstatement** Use previous year's data, research, and staff development information to start to select top textbook choices to pilot at sites. Select common assessments to be used; incorporate into a district pacing guide. Use coaching model: Train teachers to be instructors for ongoing training. Introduce and provide staff development opportunities for upcoming new Common Core Standards in Math

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
VI. **Instructional Materials: ELA** Goals: 4. ELA Adoption Committee will select new ELA materials that meet district selection criteria. 5. ELA Adoption Committee will guide textbook adoption process through site implementation by Fall 2013 6. Teachers will receive training and support for coherent and consistent implementation.	**ELA Adoption Suspended** Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.	**ELA Program Support and Development** Work with staff at schools to assess and provide input on existing assessment tools and programs Build DataDirector accessible assessments and tools for staff to pilot and implement to support instruction and assessment for staff Build Professional Learning Community groups at sites and at district level to work together on student achievement goals in ELA Begin the work to select common assessments to be used and piloted	**ELA Program Support and Development** Continue to work with staff at schools to assess and provide input on existing assessment tools and programs Continue to work to build DataDirector accessible assessments/tools for staff to pilot and implement to support instruction and assessment for staff Continue to support Professional Learning Community groups at sites and at district level to work together on student achievement goals in ELA Continue to select/assess common assessments to be used; incorporate into a district pacing guide. Introduce and provide staff development opportunities for upcoming new ELA Common Core Standards	**California Common Core Standards Planning and Possible ELA Textbook Adoption Process begins in anticipation of State Adoption Timeline Reinstatement** Adoption committee forms and works with secondary adoption committee to bridge and build a common foundation. Invite publishers to make presentations to district staff. Use previous year's data, research, and staff development information to start to select top textbook choices to pilot at sites. Use coaching model: Train teachers to be instructors and leaders for ongoing training. Introduce and provide staff development opportunities for upcoming new ELA Common Core Standards

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
VII. **Response to Intervention [RtI]** Goal: The district will incorporate the elements of RtI in interventions to provide a "systematic response to targeted RtI model students who are not meeting standards and making specific incremental progress."	**RtI District Objective** • Collect information about current interventions at sites and indicators of best practices programs and student success data. • Take a lead role in reviewing approved Intensive ELA	**RtI District Committee Group** Form a district RtI committee to use student data and current site program information to provide staff development and site based RtI programs to address targeted student needs for success in schools.	**RtI District Committee Group** Use district RtI committee to continue work with student data and current site program information to provide staff development and site based RtI programs to address targeted student needs for success in schools.	**RtI District Committee Group** Use district RtI committee to continue work with student data and current site program information to provide staff development and site based RtI programs to address targeted student needs for success in schools.

FOCUS AREA	2009-2010	2010-2011	2011-2012	2012-2013
VIII. **Educational Technology Implementation and Support** Goal: TUSD will provide the technical assistance and professional development that support schools, staff, and students in using Educational Technology to support and further student access to curriculum, improve student achievement and meeting NCLB and CDE requirements.	**Educational Technology Implementation and Support** District IT infrastructure improvements across the district for all school sites. ET hardware and software obtained and staff development support and leadership explored and developed	**Educational Technology Implementation and Support** District IT infrastructure improvements across the district for all school sites. ET hardware and software obtained and staff development support and leadership in place. ET district committee reformulated.	**Educational Technology Implementation and Support** District IT infrastructure improvements across the district for all school sites. ET hardware and software obtained and staff development support and leadership in place. ET district committee took part in review, update and submittal of District Technology plan to Governing Board and State Department of Education.	**Educational Technology Implementation and Support** District IT infrastructure improvements across the district for all school sites. ET hardware and software obtained and staff development support and leadership in place. ET district committee in place.

APPENDIX H

Students **BP 5131**

CONDUCT

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and Parents guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1.   Behavior that endangers staff and or students

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5142 - Safety)

2.   Behavior that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3.   Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4.   Damage to or theft of property belonging to the district, staff or students

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

Travis Unified School District/ Revised May 2013

CONDUCT (continued)

5.   Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6.   Profane, vulgar or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7.   Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

8.   Inappropriate dress

(cf. 5132 - Dress and Grooming)

9.   Tardiness and unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)

10.   Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Cell Phones and Other Electronic Signaling Devices

Unless otherwise specified by a doctor's directive:

1.   The student is responsible to ensure that any cell phones and or electronic signaling devices including but not limited to beepers and pagers are turned off and out of sight while on campus during school hours; which includes class-time, recess, passing periods, and lunch time.

2.   The district will not be held responsible for cell phones or electronic signaling devices.

3.   Inappropriate use of cell phones and electronic signaling devices, i.e., use that does not follow school and district guidelines, will lead to disciplinary consequences for the student as determined by the site administrator or designee. When used

CONDUCT (continued)

Inappropriately, cell phones and electronic signaling devices will be confiscated by school personnel. Upon repeated misuse, the student may lose the right to carry a cell phone or electronic signaling device on campus.

4.   Travis Community Day School (TCDS) students will not be in possession of cell phones or electronic signaling devices during the school day. TCDS students will check items in through the administrator/designee upon arrival at school and retrieve them at the end of the school day.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Legal Reference:
EDUCATION CODE
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension or expulsion, especially:
48908 Duties of students
CIVIL CODE
1714.1 Liability of parents and guardians for willful misconduct of minor
PENAL CODE
245.6 Hazing
417.25-417.27 Laser scope
CODE OF REGULATIONS, TITLE 5
300-307 Duties of pupils
UNITED STATES CODE, TITLE 42
2000h-2000h6 Title IX, 1972 Education Act Amendments

CONDUCT (continued)

Policy   **TRAVIS UNIFIED SCHOOL DISTRICT**
Adopted: May 8, 2007   Fairfield, California

APPENDIX I

Instruction **BP 6020**

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

PARENT INVOLVEMENT (continued)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:
EDUCATION CODE
11500-11506 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
64001 Single plan for student achievement
LABOR CODE
230.8 Time off to visit child's school
UNITED STATES CODE, TITLE 20
6311 Parental notice of teacher qualifications and student achievement
6312 Local educational agency plan
6314 School wide programs
6316 School improvement
6318 Parent involvement
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications

PARENT INVOLVEMENT (continued)

Management Resources:
CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services
Policy Briefs, August 2006
STATE BOARD OF EDUCATION POLICIES
89-01 Parent Involvement in the Education of Their Children, rev. 1994
U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE
Parental Involvement: Title I, Part A, April 23, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Family, School, Community Partnerships: http://www.cde.ca.gov/ls/pf
California Parent Center: http://parent.sdsu.edu
California State PTA: http://www.capta.org
National Coalition for Parent Involvement in Education: http://www.ncpie.org
National PTA: http://www.pta.org

No Child Left Behind: http://www.ed.gov/nclb
Parent Information and Resource Centers: http://www.pirc-info.net
Parents as Teachers National Center: http://www.parentsasteachers.org
U.S. Department of Education: http://www.ed.gov

Policy
adopted: May 8, 2007

TRAVIS UNIFIED SCHOOL DISTRICT
Fairfield, California

APPENDIX J

Community Relations **BP 1240**

VOLUNTEER ASSISTANCE

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads and comply with employee negotiated agreements.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Qualifications

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

Legal Reference:
EDUCATION CODE
8482-8484.6 After School Education and Safety program
8484.7-8484.9 21st Century Community Learning Center program
35021 Volunteer aides
35021.1 Automated records check
35021.3 Registry of volunteers for before/after school programs
44010 Sex offense; definition
44227.5 Classroom participation by college methodology faculty
44814-44815 Supervision of students during lunch and other nutrition periods
45125 Fingerprinting requirements
45125.01 Interagency agreements for criminal record information
45340-45349 Instructional aides
45360-45367 Teacher aides
49024 Activity Supervisor Clearance Certificate
49406 Examination for tuberculosis
GOVERNMENT CODE
3543.5 Prohibited interference with employees' rights
HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients
LABOR CODE
1720.4 Public works; exclusion of volunteers from prevailing wage law
3364.5 Persons performing voluntary services for school districts
PENAL CODE
290 Registration of sex offenders
290.4 Information re: sex offenders
290.95 Disclosure by person required to register as sex offender
CODE OF REGULATIONS, TITLE 22
101170 Criminal record clearance
101216 Health screening, volunteers in child care centers
UNITED STATES CODE, TITLE 20
6319 Qualifications and duties of paraprofessionals, Title I programs
ATTORNEY GENERAL OPINIONS
62 Ops.Cal.Atty.Gen. 325 (1979)
COURT DECISIONS
Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:
COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE
10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Parents/Family and Community: http://www.cde.ca.gov/ls/pf
California Department of Justice, Megan's Law: http://www.meganslaw.ca.gov
California Parent Teacher Association: http://www.capta.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
National Coalition for Parent Involvement in Education: http://www.ncpie.org
National Parent Teacher Association: http://www.pta.org

Policy   **TRAVIS UNIFIED SCHOOL DISTRICT**
adopted: February 13, 2007   Fairfield, California
revised: January 11, 2011

APPENDIX K

VOLUNTEER ASSISTANCE

Duties of Volunteers

Volunteers may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)

Volunteers may supervise students during lunch and/or breakfast periods or may serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

Volunteers may work on short-term facilities projects pursuant to Governing Board policy and administrative regulation.

Fingerprinting

All volunteer coaches and volunteer mentors shall be fingerprinted for criminal record clearance at their own expenses.

Qualifications of Volunteers

Volunteers providing supervision or instruction of students pursuant to Education Code 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a volunteer instructional aide or as a volunteer nonteaching aide under the direct supervision of a certificated employee. (Education Code 35021)

The Superintendent or designee shall verify by reasonable means that persons serving as volunteer instructional aides and nonteaching volunteer aides are not required to register as a sex offender pursuant to Penal Code 290.

(cf. 3515.5 - Sex Offender Notification)

VOLUNTEER ASSISTANCE (continued)

No volunteer shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Volunteers who skin test negative shall thereafter be required to take a tuberculosis test every four years in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406)

The Superintendent or designee may exempt from tuberculosis testing requirements those volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Volunteer Facilities Projects

Volunteers
- Complete volunteer registration form
- Conduct records check (as per Megan's Law)
- Complete Worker's Compensation Form
- Sign in at school office as a volunteer
- Wear "volunteer" badge

Mentors
- Complete volunteer registration form
- Complete Worker's Compensation form
- Fingerprint
- TB test clearance
- 2 references
- Wear "mentor: badge

Drivers (for field trips, school functions, sporting events, etc.)
- Complete volunteer registration form
- Complete Worker's Compensation form
- Fingerprint
- Complete Driver's Certification form

Volunteer Coaches
- Complete volunteer registration form
- Complete Worker's Compensation form
- Fingerprint
- TB test clearance
- Valid CPR and Red Cross First Aid (or equivalent) certificates required during the term of the volunteer coaching
- 2 references - Principal or designee shall perform appropriate reference checking on volunteer coaches prior to them performing any volunteer service
- wear "volunteer" badge

VOLUNTEER ASSISTANCE (continued)

Visitors
- Sign in at school office
- Wear "visitors" badge

All volunteer facilities projects shall have approximate start and completion dates and must be approved by the principal in advance.

Projects approved by the principal shall also be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds

2. Construction involving wall or roof penetration, drilling or nailing

3. Structural modifications

4. Electrical, electronic, plumbing, or heating and cooling work

5. Painting

6. Installation of carpet

7. Installation of playground equipment and benches

8. Installation of sprinkler systems

9. Paving

10. Installation of marquees and signs

11. Tree planting, pruning or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise appropriate to the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary. Projects shall be inspected upon completion to ensure that the work was done satisfactorily.

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7140 - Architectural and Engineering Services)

Regulation   **TRAVIS UNIFIED SCHOOL DISTRICT**
approved: February 13, 2007   Fairfield, California

Community Relations   **E 1240**

VOLUNTEER ASSISTANCE

TRAVIS UNIFIED SCHOOL DISTRICT
VOLUNTEER GUIDELINES STATMENT

As a volunteer in the Travis Unified School District I agree to the following:

1.   I will register at the school office when I arrive on campus.

2.   I will follow the school and classroom rules.

3.   I will support the teacher's instructional programs and classroom discipline plan.

4.   I recognize that all children learn at different rates. When working with a student, I will be encouraging and support their learning process in a positive manner.

5.   I will maintain confidently of student behavior and academic performance that I observe while volunteering.

6.   I understand that my volunteer assignment is at the discretion of the classroom teacher and/or site administrator. My services will be used where they are felt to be most appropriately matched with school/classroom needs.

7.   I understand that my volunteer activities must be under the supervision of a staff member at all times.

Volunteer Signature _____ Date _____

APPENDIX M

VII. <u>Resources available to assist low performing students District wide 2012-13</u>

Solano County Health & Social Services	707-399-4900
Mental Health Crisis Unit (Fairfield)	707-428-1131
Safe Quest Solano: Rape Crisis/Domestic Violence Crisis Line – Office, Counseling, etc. Hotline	707-422-7345 707-557-6600
Planned Parenthood	707-429-8855
Adolescent Mental Health Services	707-399-4900
Solano Family & Children's Services	707-863-3950
Children's Network: Fairfield Healthy Start	707-421-3224
Child Haven, Fairfield	707-425-5744
Kaiser Hospital, Dept. of Psychiatry Vallejo Vacaville	707-645-2700 707-624-2830
Travis AFB: Life Skills Support Center, David Grant Hospital	707-423-5174
Airman & Family Readiness Center, Travis AFB	707-424-2486