

(CDE use only)  
Application #

**No Child Left Behind Act of 2001  
Revised November 1, 2011  
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): Napa County Office of Education

County/District Code: 28

Dates of Plan Duration: **July 1, 2003 to November 1, 2011 (to be updated annually)**

Date of local governing board approval: Updated November 1, 2011

District Superintendent: Dr. Barbara Nemko

Address: 2121 Imola Avenue

City: Napa

Zip code: 94559

Phone: (707) 253-6810

Fax: (707) 253-2156

**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.

**Dr. Barbara Nemko**

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Ms. Jennifer Kresge**

Printed or typed name of Board President

Date

Signature of Board President

**PLANNING CHECKLIST  
FOR LEA PLAN DEVELOPMENT  
(Optional)**

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
	Title I, Part A (Starting 2003-2004)	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
√	Title I, Part D, Delinquent		School Improvement
	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other: Site Block Grants
	Other: Title 1, Part A, Neglected		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers  2010-2011	Current Year District Entitlements  2011-2012	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	89,687	164,396	254,083	100%
Title II Part A, Subpart 2, Improving Teacher Quality				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	44,752	280,000	0	0%
McKinney-Vento Homeless Education	0	36,735	0	0%
IDEA, Special Education	0	3,457,512	3,457,512	100%
21 <sup>st</sup> Century Community Learning Centers	278,652	648,015	852,533	92%
Other (describe) Title 1, Part A - Neglected	0	0	0	
<b>TOTAL</b>	413,091	4,586,658	4,564,128	

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers  2010-11	Current Year District Entitlements  2011-2012	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	3,123	3,123	6,246	100%
EIA – Limited English Proficient	2,454	2,540	4,994	100%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	0	1,050,052	861,043	82%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	2,037	37,500	0	0%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	202,174	0	0	0%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	209,788	1,093,301	872,369	

## Part II

### *The Plan* *includes*

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*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## ***District Profile***

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

### Mission of the NCOE

The mission of the Napa County Office of Education (NCOE), as a flexible, countywide educational resource, is to support and collaborate with districts, access and coordinate existing services, and develop additional services in response to changing community needs. The NCOE is the local school agency established by the California State constitution to perform a number of important educational functions. Its 246 employees serve over 20,370 students in the county's five school districts<sup>1</sup> each year in a wide range of programs. These programs include ROP career training classes in most high schools, seven California State Preschool sites, special education services for infants and preschoolers with disabilities, alternative placement through Court and Community Schools for students who are incarcerated, expelled or on formal probation, and special education and psychological services for some of the children in the Court and Community School programs.

### Juvenile Court & Community Schools

The NCOE reports student data to the California Basic Educational Data System for its Juvenile Court, Community and Alternative School Program (JCCS).

For the most part, the Juvenile Court and Community School Program serves students who are deficient in high school credit and the majority will not return to graduate on a traditional comprehensive campus. In 2010-11, the Court School served a total of 287 students (unduplicated count.) In the Community School, there were 331 students in the program (unduplicated count.) Approximately 25% of students enrolled in the JCCS Program qualify for special education services. The majority of students qualify because of learning disabilities.

The JCCS Programs include Community School classrooms; Liberty High School, Chamberlain High School, Napa Valley Community High School and Creekside Middle School. Approximately 220 students are enrolled at any given time. In the Court Schools, there are approximately 35 students enrolled each day.

### Court School

#### *Crossroads School:*

This school is at the Juvenile Hall facility. This program serves students who are incarcerated at Juvenile Hall. Although many of the students who are in Juvenile Hall are able to be released during the day to their regular school program, Crossroads School averages 30-40 students per day in the program.

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<sup>1</sup>Calistoga Unified, Howell Mountain, Napa Valley Unified, Pope Valley and St. Helena Unified

Community Schools:

*Chamberlain High School:*

Chamberlain High School serves students who are on formal probation. There are 22 students who attend this program each day. This school is a collaborative between NCOE and Napa County Probation Department. This "wrap-around" model provides intensive support from a variety of agencies in an effort to help students become successful both in school and in the community. Napa County Juvenile Probation Department provides a full time probation officer and counselor for this program. The Kiwanis Club of Napa has adopted Chamberlain and provides many community service opportunities, field trips and scholarships for the students.

*Liberty High School:*

Liberty High School currently has four self-contained classrooms. Three serve a maximum of 21 students. The fourth serves Special Day Class students, and has a maximum of 12 students. Students attending this schools must be referred by their school district or the probation department. The school serves students who are either on formal probation, or expelled from school districts.

*Creekside Middle School:*

Creekside Middle School is a self-contained classroom that contains a maximum of 20 students in grades 7 and 8. Students must be referred to this program by their school district or the probation department. The school serves students who are either on formal probation, expelled from school districts, habitual truants, or student who would benefit from being in a smaller class setting.

*Independent Study "Napa Valley Community High School":*

Referrals to this independent study program are made through the probation department or school districts. The program serves students who are either on formal probation, or expelled from school districts. The teacher meets with the student once per week to set up educational assignments for the week and to review progress. There are approximately 75-100 students in this program.

## Local Measures of Student Performance

(*other* than State-level assessments)

### Juvenile Court and Community Schools

The program began using a computerized testing and evaluation program through Renaissance Learning beginning in the school year 2006-07. Each student is tested within 30 days of admission on each of these tests to determine which content standards they are not yet able to pass. This data is used to plan the students' educational program goals.

Each student has an Individualized Learning Plan (ILP) that includes goals in the areas of mathematics and language arts, as well as a detailed analysis of credits needed for high school graduation. These goals are based upon the test results from the above tests. Progress is monitored quarterly and goals are revised based upon student progress and need. Students who are qualified for special education services have Individualized Education Plans (IEP's) that determine specific education goals.

Each year, data is submitted to the CDE as required in the Alternative Schools Accountability Measurement (ASAM). This includes data on attendance, credits earned out of credits attempted (high school grades), course completion (middle school grades), and academic achievement in reading and math for any student who was in the program for 90 consecutive days or longer.

Data submitted for the 2009-10 school year showed an 85.3% attendance rate for Community Schools, a 100% attendance rate for the Court School, a 100% credit completion rate for high school students in both programs and a 100% course completion rate for students in middle school. Academic data based upon Renaissance test results was completed and submitted to the state.

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2014-2015.***

**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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>Alignment of instruction with content standards:</b></p> <p>New teachers participate in BTSA or PAR.</p> <p>Teacher recruitment and evaluations focus on California State Standards for the Teaching Profession.</p> <p>Course outlines are aligned to state standards.</p> <p>Each student is tested on reading standards within 30 days of enrollment with the Renaissance Program, a computerized assessment program that measures student progress in meeting reading goals and instruction in areas the student has not mastered. Based on the test results, an individualized learning plan is developed to address the standards deficiency and instruction is aligned to the identified standards. The test is also used to develop a class profile and group instruction is aligned with the content standards not mastered.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p> <p>Implement the Character-Based Literacy Program which is built upon reading literature, learning to analyze character, and developing literacy skills. This is accomplished through the following set of strategies designed to encourage socially appropriate values and behaviors, as well as coping and cooperation skills.</p>	<p>BTSA Director, related staff &amp; PAR mentors</p> <p>JCCS Administration</p> <p>JCCS Teachers and Instructional Assistants</p>	<p>General BTSA program expenses.</p> <p>Mentor stipends</p> <p>Purchase of listed programs, site licenses, staff development costs.</p>	<p>No cost to participant or JCCS program.</p> <p>Par mentorship cost is \$1,500 per year per teacher mentor.</p> <p>Renaissance Learning: \$5284/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>CBL: No cost</p> <p>CAHSEE revolution program: \$3462/yr.</p>	<p>BTSA funding via CDE</p> <p>JCCS ADA</p> <p>Title 1, Part D</p>

<p>Students will participate in the CAHSEE Revolution Program. Intervention materials are designed to provide students with an incredibly personalized and highly customized learning experience. Revolution's CAHSEE materials have been approved by the California Department of Education.</p>				
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>1. Use of standards-aligned instructional materials and strategies:</b></p> <p>Students will participate in the Renaissance Program, a computerized assessment program that measures student progress in meeting reading goals and instruction in areas the student has not mastered. Based on the test results, an individualized learning plan is developed to address the standards deficiency and instruction is aligned to the identified standards. The test is also used to develop a class profile and group instruction is aligned with the content standards not mastered.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p> <p>Students will also participate in the Character-Based Literacy Program which is built upon reading literature, learning to analyze character, and developing literacy skills. This is accomplished through the following set of strategies designed to encourage socially appropriate values and behaviors, as well as coping and cooperation skills.</p> <p>Students will participate in the Revolution CAHSEE Revolution Program. Intervention materials are designed to provide students with an incredibly personalized and highly customized learning experience. Revolution's CAHSEE materials have been approved by the California Department of Education.</p> <p>All new textbook purchases are aligned with board approved curriculum.</p> <p>Textbooks are from the state approved textbook list and supported with alternative materials that are standards-based.</p>	<p>JCCS Administration</p> <p>JCCS Teachers</p> <p>Ongoing training</p>	<p>Purchase of listed programs, site licenses, staff development costs.</p> <p>Textbook purchases as needed.</p>	<p>Renaissance Learning: \$5284/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>CBL: No cost</p> <p>CAHSEE revolution program:\$3462/yr.</p> <p>Textbooks: Varies by year and adoption cycle.</p>	<p>Title 1, Part D</p> <p>JCCS ADA</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>2. Extended learning time:</b></p> <p>At Juvenile Hall, students participate in an after-school program designed to help them achieve skills necessary to pass the CAHSEE. Students in need of extra help participate in double periods of English/language arts.</p> <p>Students are encouraged to concurrently enroll at the community college.</p> <p>Students may elect to complete individual learning contracts outside of school hours.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>JCCS Administration</p> <p>JCCS Teachers</p> <p>Title 1, Part D funded Instructional Assistants</p>	<p>Cost of listed programs</p> <p>Additional after-school tutoring</p>	<p>Renaissance Learning Program: \$5284/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>CBL: No cost</p> <p>CAHSEE revolution program: \$3462/yr.</p> <p>Additional teacher and instructional assistant time: \$6147/yr.</p>	<p>Title 1, Part D</p> <p>JCCS ADA</p> <p>EIA funds</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>3.</b> Increased access to technology:</p> <p>Students have access to computers in their classroom (4 to 1 ratio).</p> <p>Students all have access to computer labs; one in each of the Juvenile Hall classrooms, a computer lab for Liberty and Chamberlain High Schools and a computer lab in Creekside Middle School.</p> <p>Promethean Boards were purchased for each classroom in the program.</p> <p>Students work toward mastery of technology standards based on ELA and math skills such as word processing, spreadsheets.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>JCCS Administration and Teachers</p> <p>IT Services</p> <p>CTAP Trainer</p>	<p>Cost of computer lab for Liberty/Chamberlain High Schools and updates to lab:</p> <p>Cost of Creekside Middle School computer lab</p> <p>Cost of two small labs at Juvenile Hall</p> <p>Promethean Boards already purchased.</p> <p>Cost of ODYSSEY WARE licenses.</p>	<p>\$60,000 per year for CTAP Coordinator</p> <p>The Promethean Boards, all computer labs, computers in class have already been purchased.</p> <p>IT services cost is \$8061/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p>	<p>CTAP Funds</p> <p>JCCS ADA</p> <p>Title 1, Part D.</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p>New teachers will participate in BTSA or PAR with activities that focus on the use of standards-based reading materials.</p> <p>SDAIE and CLAD Training.</p> <p>Site and Department Meetings with specific focus on strategies to increase student achievement.</p> <p>Various workshops including training on Promethean Boards, Character-Based Education program, Renaissance Learning, Odyssey Ware and the CAHSEE Revolution program.</p>	<p>BTSA Staff JCCS Administration, Teachers and Instructional Assistants</p> <p>Ongoing training</p>	<p>General BTSA program expenses</p> <p>PAR mentor stipend</p> <p>Workshop costs</p>	<p>No cost to participant or JCCS program</p> <p>PAR mentor stipend is \$1,500 per mentor</p> <p>Training costs vary</p>	<p>BTSA funding via CDE</p> <p>JCCS ADA</p> <p>Title 1, Part D.</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>School Accountability Report Card will be posted on the NCOE web site.</p> <p>Parents attend monthly parent/student/teacher meetings to discuss student progress and goals.</p> <p>Parent survey forms are sent out yearly to assess needs and opinions.</p> <p>Parents are given copies of all test results with interpretation and results are discussed in individual parent meetings.</p> <p>Parent education courses are offered on a variety of topics related to academic and social/emotional growth of students.</p> <p>Yearly evaluation of program to be given to Probation &amp; Juvenile Hall.</p>	<p>JCCS Administration, Teachers and Instructional Assistants</p> <p>Parents</p> <p>Superintendent &amp; Curriculum Office</p>	<p>Speaker, materials, translator, meals</p>	<p>Speaker, no cost</p> <p>Materials, \$40 per event</p> <p>Translator, \$50 per event</p> <p>Meal, \$10 per person</p>	<p>\$10 per attendee (for cost of meal)</p> <p>General Fund (other costs)</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>6. Auxiliary services for students and parents:</b></p> <p>Provision of an additional instructional assistant who rotates to all programs providing CAHSEE preparation tutoring through Title 1, Part D funding.</p> <p>Additional tutoring after school hours at Juvenile Hall.</p>	<p>Title 1, Part D Instructional Assistants</p>	<p>Cost of additional roving I.A. for entire program</p> <p>Cost of additional teacher and I.A. time at Juvenile Hall</p>	<p>\$27569/yr.</p> <p>\$6147/yr.</p>	<p>Title 1, Part D.</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>7. Monitoring program effectiveness:</b></p> <p>STAR (State Testing and Assessment).</p> <p>ASAM data evaluated yearly including Renaissance data.</p> <p>Review of Individual Learning Plan and IEP goals.</p> <p>CELDT tests administered on all students identified on Home Language Survey as needing assessment and progress towards English language acquisition is reviewed.</p> <p>Individual Learning Plan and IEP reviews.</p> <p>Student Study Teams as needed to review individual student progress and response to interventions/modifications to program.</p>	<p>JCCS Administration, Teachers and Instructional Assistants</p> <p>Testing Coordinator</p> <p>Special Education staff from districts and NCOE as needed</p>	<p>None applicable</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>8. Targeting services and programs to lowest-performing student groups:</b></p> <p>Title 1 students receive specialized tutoring to improve skills through the services of an additional instructional assistant.</p> <p>Reading instruction is individualized to broad range of skill levels within the classroom using programs that differentiate instruction.</p> <p>Student Study Team as needed.</p> <p>Special Education reviews and referrals.</p> <p>After school tutoring</p>	<p>Title 1 roving Instructional Assistant</p> <p>Teacher and I.A.'s</p>	<p>Cost of roving I.A.</p> <p>Cost of additional hours for teacher and two I.A.'s for after school tutoring</p>	<p>\$27,569 per year for roving I.A.</p> <p>\$6147/yr. for additional teacher and I.A. time in Juvenile Hall for after school program.</p>	<p>Title 1, Part D</p> <p>JCCS ADA funds</p>
<p><b>9. Any additional services tied to student academic needs:</b></p> <p>Students are given the opportunity to work on individual contract work at home in order to make up lost credits and improve skills. These contracts indicate the skill taught and how the lesson is aligned with state standards</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>JCCS Administration, Teachers and I.A.'s</p>	<p>Cost of Odyssey Ware licenses</p>	<p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p>	<p>Title 1, Part D</p>

**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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:            New teachers participate in BTSA or PAR</p> <p>Teacher recruitment and evaluations focus on California State Standards for the Teaching Profession</p> <p>Course outlines are aligned to state standards.</p> <p>Each student is tested on math standards within 30 days of enrollment with the Renaissance Program, a computerized assessment program that measures student progress in meeting math goals and instruction in areas the student has not mastered. Based on the test results, an individualized learning plan is developed to address the standards deficiency and instruction is aligned to the identified standards. The test is also used to develop a class profile and group instruction is aligned with the content standards not mastered.</p> <p>Students will participate in the Revolution CAHSEE Revolution Program. Intervention materials are designed to provide students with an incredibly personalized and highly customized learning experience. Revolution's CAHSEE materials have been approved by the California Department of Education.</p> <p>The JCCS program will implement the Numeracy Project in mathematics. The Numeracy Project is designed to enhance student understanding of concepts and skills tested in the mathematics section of the CAHSEE. It features targeted content for students with weak skills, tiered lessons for mixed ability group teaching, and strategic classroom presentations that promote student success. The program is designed as a year long course but can be modified to fit into a shorter time frame.</p>	<p>BTSA staff</p> <p>JCCS Administration, Teachers and I.A.'s</p>	<p>General BTSA program expenses</p> <p>Mentor Stipends</p> <p>Cost of Renaissance, Odyssey Ware, CAHSEE Revolution and Numeracy Project.</p>	<p>No cost to participant or JCCS program</p> <p>PAR Mentorship cost is \$1,500 per year per teacher mentor.</p> <p>Renaissance Learning: \$5284/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>CBL: No cost</p> <p>CAHSEE revolution program:\$3462/yr.</p> <p>Numeracy Project: Already paid</p>	<p>BTSA funding via CDE</p> <p>JCCS ADA</p> <p>Title 1, Part D.</p> <p>JCCS ADA</p>

The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>2. Use of standards-aligned instructional materials and strategies:</b></p> <p>Students will participate in the Renaissance Program, a computerized assessment program that measures student progress in meeting math goals and instruction in areas the student has not mastered. Based on the test results, an individualized learning plan is developed to address the standards deficiency and instruction is aligned to the identified standards. The test is also used to develop a class profile and group instruction is aligned with the content standards not mastered.</p> <p>Students will participate in the Revolution CAHSEE Revolution Program. Intervention materials are designed to provide students with an incredibly personalized and highly customized learning experience. Revolution's CAHSEE materials have been approved by the California Department of Education.</p> <p>The JCCS program will implement the Numeracy Project in mathematics. The Numeracy Project is designed to enhance student understanding of concepts and skills tested in the mathematics section of the CAHSEE. It features targeted content for students with weak skills, tiered lessons for mixed ability group teaching, and strategic classroom presentations that promote student success. The program is designed as a year long course but can be modified to fit into a shorter time frame.</p> <p>All new textbook purchases are aligned with board approved curriculum.</p> <p>Textbooks are from the state approved textbook list and supported with alternative materials that are standards-based.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation</p>	<p>JCCS Administration, Teachers and I.A.'s</p>	<p>Cost of Renaissance, Odyssey Ware, CAHSEE Revolution and Numeracy Project.</p> <p>Cost of textbooks</p>	<p>Renaissance Learning: \$5284/yr.</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>CBL: No cost</p> <p>CAHSEE revolution program:\$3462/yr.</p> <p>Numeracy Project: No further costs</p> <p>Cost of textbooks vary depending upon textbook adoption schedule</p>	<p>Title 1, Part D</p> <p>JCCS ADA</p>

<p>and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>				
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>3. Extended learning time:</b></p> <p>At Juvenile Hall, students participate in an after-school program designed to help them achieve skills necessary to pass the CAHSEE.</p> <p>Students are encouraged to concurrently enroll at the community college.</p> <p>Students may elect to complete individual learning contracts outside of school hours.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>Title 1, Part D funded after school teacher and I.A.'s</p> <p>Individual JCCS classroom teachers assign contracts which are reviewed by JCCS administration</p>	<p>Cost for after school staff</p> <p>Cost of Odyssey Ware</p>	<p>\$6,147 per year</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p>	<p>Title 1, Part D.</p> <p>JCCS ADA funds</p> <p>EIA funds</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. Increased access to technology:</b></p> <p>Students have access to computers in their classroom (4 to 1 ratio).</p> <p>B. Students all have access to computer labs; one in each of the Juvenile Hall classrooms, a computer lab for Liberty and Chamberlain High Schools and a computer lab in Creekside Middle School.</p> <p>Promethean Boards were purchased for each classroom in the program.</p> <p>Students work toward mastery of technology standards based on math skills such as word processing, spreadsheets.</p> <p>The program is considering purchasing the ODYSSEY WARE credit recovery program which is an internet based system designed to help students make up deficient credits needed for graduation.</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>JCCS Administration, Teachers and I.A.'s</p>	<p>Cost of computer lab for Liberty/Chamberlain High Schools and updates to lab:</p> <p>Cost of Creekside Middle School computer lab</p> <p>Cost of two small labs at Juvenile Hall</p> <p>Promethean Boards already purchased</p> <p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p> <p>IT Cost: \$8061/yr.</p>	<p>\$60,000 per year CTAP trainer</p> <p>The Promethean Boards, all computer labs, computers in class have already been purchased.</p>	<p>CTAP Funds JCCS ADA Title 1, Part D</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p>New teachers will participate in BTSA or PAR with activities that focus on the use of standards-based math materials</p> <p>Site and Department Meetings with specific focus on strategies to increase student achievement.</p> <p>Various workshops including training on Promethean Boards, Renaissance Learning, Odyssey Ware, Numeracy Project and the CAHSEE Revolution program</p>	<p>BTSA staff</p> <p>JCCS Administration, Teachers and Instructional Assistants.</p> <p>Ongoing training</p>	<p>General BTSA program expenses</p> <p>PAR mentor stipend</p> <p>Workshop costs</p>	<p>No cost to participant or JCCS program</p> <p>PAR mentor stipend is \$1,500 per mentor per year.</p> <p>Training costs vary</p>	<p>BTSA funding via CDE</p> <p>JCCS ADA</p> <p>Title 1, Part D.</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>School Accountability Report Card will be posted on the NCOE web site.</p> <p>Parents attend monthly parent/student/teacher meetings to discuss student progress and goals.</p> <p>Parent survey forms are sent out yearly to assess needs and opinions.</p> <p>Parents are given copies of all test results with interpretation and results are discussed in individual parent meetings</p> <p>E. Parent education courses are offered on a variety of topics related to academic and social/emotional growth of students.</p> <p>Yearly evaluation of program to be given to Probation &amp; Juvenile Hall.</p>	<p>JCCS Administration, Teachers and I.A.'s</p> <p>Parents/related agencies</p> <p>Curriculum Office</p>	<p>Speaker, materials, translator, meals</p>	<p>Speaker, no cost</p> <p>Materials, \$40 per event</p> <p>Translator, \$50 per event</p> <p>Meal, \$10 per person</p>	<p>\$10 per attendee (for cost of meal)</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>7. Auxiliary services for students and parents:</b></p> <p>Provision of an additional instructional assistant who rotates to all programs providing CAHSEE preparation tutoring through Title 1, Part D funding.</p>	<p>Title 1, Part D Instructional Assistants</p>	<p>Cost of additional roving I.A. for entire program</p> <p>Cost of additional teacher and I.A. time at Juvenile Hall</p>	<p>\$27569/yr.</p> <p>\$6147/yr.</p>	<p>Title 1, Part D.</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost*	Funding Source
<p><b>8. Monitoring program effectiveness:</b></p> <p>STAR (State Testing and Assessment)</p> <p>ASAM data evaluated yearly including Renaissance data</p> <p>Review of Individual Learning Plan and IEP goals.</p> <p>Individual Learning Plan and IEP reviews.</p> <p>Student Study Teams as needed to review individual student progress and response to interventions/modifications to program.</p>	<p>JCCS Administration, Teachers and Instructional Assistants</p> <p>Testing Coordinator</p> <p>Special Education staff from districts and NCOE as needed</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>9. Targeting services and programs to lowest-performing student groups:</b></p> <p>Title 1 students receive specialized tutoring to improve skills through the services of an additional instructional assistant.</p> <p>Math instruction is individualized to broad range of skill levels within the classroom using programs that differentiate instruction.</p> <p>Student Study Team as needed</p> <p>Special Education reviews and referrals</p> <p>After school tutoring</p>	<p>Title 1 roving Instructional Assistant</p> <p>Teacher and I.A.'s</p>	<p>Cost of roving I.A.</p> <p>Cost of additional hours for teacher and two I.A.'s for after school tutoring</p>	<p>\$27,569 per year for roving I.A.</p> <p>\$6147/yr. for additional teacher and I.A. time in Juvenile Hall for after school program.</p>	<p>Title 1, Part D</p> <p>JCCS ADA funds</p>
<p><b>10. Any additional services tied to student academic needs:</b></p> <p>Students are given the opportunity to work on individual contract work at home in order to make up lost credits and improve skills. These contracts indicate the skill taught and how the lesson is aligned with state standards</p> <p>The JCCS program is reviewing an internet based program, Odyssey Ware which may be purchased for the school. This will include credit recovery systems for all academic areas, testing, evaluation and includes courses in the core subjects of history and geography, math, language arts, and science, as well as a variety of electives. To ensure students begin at the appropriate grade level, placement testing is available for elementary, middle, and high school students.</p>	<p>JCCS Administration, Teachers and I.A.'s</p>	<p>Odyssey Ware Program</p>	<p>Odyssey Ware Approx. \$600 per license for 25 licenses.</p>	<p>Title 1, Part D</p>

**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)**

*Napa County Office of Education does not accept Title III funds.*

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

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

*Napa County Office of Education does not accept Title II funds.*

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p>Clear discipline policies which are enforced.</p> <p>Self-contained individualized classrooms with smaller class size.</p> <p>Well-monitored campuses which create safe environments for learning. Security cameras and metal detectors installed on campus.</p> <p>A system in place to deal with truancy issues (SARB and probation support.)</p> <p>2 Probation Officers assigned to the campus.</p> <p>The schools' mission, goals &amp; curriculum aligned with the State Juvenile Court, Community and Alternative Schools.</p> <p>Interagency cooperation is strong &amp; effective.</p> <p>Administrators and staff support the view that emotional, environmental, psychological and social needs of the students affect their academic achievement.</p> <p>Full time School Resource Officer on campus.</p> <p>Drug testing procedures in place.</p> <p>Students encouraged and supported in creating a pleasant campus environment (ie planting areas, music on campus, beautification projects) helping to create school connectedness.</p> <p>A very comprehensive Emergency Operations Plan is in place at all school sites and the County Office of Education. Staff has been trained. Site plans are consistent throughout the County.</p> <p>Students are released from Juvenile Hall to attend their regular classes outside the hall of as often as possible.</p> <p>The Community School program will develop a Student Assistance Program (SAP) commencing in the 2011-12 school year which includes referrals of students to the SAP by school staff, assessment of need and connection to health and mental health services on and off campus.</p>	<p>Increased involvement of parents.</p> <p>Mechanism to share data and information on individual student progress that follows the student.</p> <p>Dealing effectively in tracking students given the high mobility of the population.</p> <p>More involvement of students in decision-making processes.</p> <p>Alternative consequences to suspension as well as alternative options to booking into Juvenile Hall for violations of probation.</p>

**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.

<b>ACTIVITIES</b>
<ul style="list-style-type: none"><li>• Teachers &amp; staff work as a team to create the optimum learning plan for each student.</li><li>• Clear disciplinary policies and procedures are communicated to a student population that is identified as high risk that has a large measure of diversity in its make-up. These policies are also communicated to parents.</li><li>• Teaching of tolerance, conflict resolution, anger management, personal social skills, independent living skills, problem-solving &amp; decision making skills and physical health &amp; wellness are presented in a variety of modalities.</li><li>• Teaching strategies are designed to meet the unique needs of this population.</li><li>• All sites use a student-centered approach in their programs.</li><li>• Partnerships with community agencies, law enforcement and probation are strong and effective.</li><li>• A system is in place to monitor and promote attendance and prevent truancy.</li><li>• School Resource Officer often delivers curriculum to students.</li><li>• Extra curricular activities and concurrent enrollment in the community college are encouraged.</li><li>• Anti-Gang and Violence education provided</li></ul>

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<p>A program-developed survey is given annually to assess substance use, violence involvement and gang activity.</p> <p>Complete tracking of attendance is done.</p> <p>Truancy data is collected and monitored.</p> <p>Strong ties with law enforcement creates an effective partnership on site and in the community. Suspension &amp; expulsion records are maintained.</p> <p>Crime reports are maintained.</p> <p>Staff is trained in Drug Recognition.</p> <p>Director of program is an integral member of the Drug Court Team.</p> <p>Administration of CHKS (California Healthy Kids Survey) every other year with all grade levels participating.</p> <p>Training for students on the effects of drugs on the adolescent brain &amp; body.</p> <p>Referrals to the Wolfe Center AOD program as needed for prevention or treatment services.</p> <p>After school substance abuse treatment for students who need services less than a full day program. These occur on the school campus.</p> <p>On-site School Resource Officer is integral part of the school facilities.</p> <p>The Community School program will develop a Student Assistance Program (SAP) commencing in the 2011-12 school year which includes referrals of students to the SAP by school staff, assessment of need and connection to health and mental health services on and off campus.</p>	<p>Ensuring accurate data. Students often do not self-report honestly. (CHKS, other surveys).</p> <p>Additional training in Drug Recognition for staff and parents.</p> <p>Finding ways to encourage more parent participation and involvement.</p>

**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.

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: Fall 2009 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	Non-Traditional <b>79</b> %	Non-Traditional <b>5</b> %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	Non-Traditional <b>67</b> %	Non-Traditional <b>5</b> %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	Non-Traditional <b>83</b> %	Non-Traditional <b>5</b> %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	Non-Traditional <b>76</b> %	Non-Traditional <b>5</b> %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	Non-Traditional <b>69</b> %	Non-Traditional <b>5</b> %
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	Non-Traditional <b>23</b> %	Non-Traditional <b>5</b> %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	Non-Traditional <b>11</b> %	Non-Traditional <b>5</b> %

<b>Truancy Performance Indicator</b>		
Student attendance will be evaluated and tracked each year and submitted to the California Department of Education via the Alternative Schools Accountability Measurement System (ASAM) [Indicator 6].	<b>Average student attendance prior to enrollment</b> <u>20-50%</u>	<b>Maintain attendance of all long term students (90 days or longer)</b> <u>80%</u>
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date:</b> <u>Fall 2009</u> <b>Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	Non-Traditional <u>22</u> %	Non-Traditional <u>5</u> %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	Non-Traditional <u>35</u> %	Non-Traditional <u>5</u> %
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	Non-Traditional <u>6</u> %	Non-Traditional <u>5</u> %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	Non-Traditional <u>13</u> %	Non-Traditional <u>5</u> %

**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.

<p align="center"><b>LEA Specified Performance Measures</b></p> <p align="center"><u>School Crime Report, Truancy Data, Suspension Data</u></p> <p align="center"><b>(Process to Collect Data)</b></p>	<p align="center"><b>Performance Indicator Goal</b></p>	<p align="center"><b>Baseline Data</b></p>
<p>Reduce the number of suspensions related to:</p> <p>Assaults or aiding in assault</p> <p>Threats to assault</p> <p>Drug or alcohol use or possession</p> <p>Sexual Harrassment</p> <p>Property Destruction</p> <p>Theft</p> <p>Weapon possession</p> <p>Terroristic threats to staff or other students</p> <p>Harrassment/bullying</p> <p>Increase the attendance rate of long term students in the program (enrolled for 90 consecutive days or more.)</p>	<p>Reduce to:</p> <p>Assaults: &lt;8</p> <p>Threats: &lt;20.</p> <p>Drugs: &lt;2.</p> <p>Sex. Harr: &lt;4/yr.</p> <p>Prop. Dest.&lt;7/yr.</p> <p>Theft: &lt;2/yr.</p> <p>Weapons: 0/yr.</p> <p>Terr Threat: &lt;2</p> <p>Harr/Bully &lt;5</p> <p>Increase attendance rate to 88%</p>	<p>Assaults: 18</p> <p>Threats: 34/yr.</p> <p>Drugs: 3/yr.</p> <p>Sex. Harr: 10/yr.</p> <p>Prop. Dest.: 12/yr.</p> <p>Theft: 4/yr.</p> <p>Weapons: 1/yr.</p> <p>Terr. Threat: 4</p> <p>Harr/Bully: 12</p> <p>79.5% attendance rate</p>

**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
Keepin' it Real	ATODV&Y D	7-8	22	2011	2011	2011
SPORT	ATODV&Y D	9-12	180	2011	2011	2011

*\*Funding pending. Programs to be revised for implementation by Student Assistance Program Advisory.*

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	ATODV	9-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	9-12
	Media Literacy and Advocacy		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	ATODV	7-12
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV & YD	7-12
X	Tobacco-Use Cessation	T	7-12

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

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

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

*\*NOTE: NCOE Does not select “Promising Practices”. The program only selects Evidence-Based practices.*

**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.

- Curriculum was selected as part of county-wide TUPE grants to meet the needs of the diverse population in Napa County. As part of the funding, Tobacco cessation programs and intervention services are offered to all youth in the county. As part of the program, youth groups and school and community prevention activities will be conducted. Additionally, NCOE programs support a Student Assistance Program at the school site to provide brief intervention and assessments for students and engaging their families in the process.

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

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

- The County participates in numerous grant programs that produce written and standardized evaluations of programs. Each will be considered when evaluating the effectiveness of services at NCOE schools.
- Adjustments are made as necessary by assessing the students attending site programs each year. Every year brings unique challenges & situations that require continuous adjustments.
- The results of the CHKS will be used to evaluate the programs along with the attendance, truancy, behavior, suspension, school crime and expulsion data.

**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.

- The public report of information about attainment of goals for all NCOE programs is provided in many public forums including an annual report, parent meetings, and program coordinators for each funding source provide output and outcome data to schools on an annual basis to review program changes for the following year.

**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 state no longer provides this funding.

**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.

- SDFSC funds are no longer available as of 2010-11.
- Federal programs which contribute to the Court, Community and Alternative Programs include: Title 1 for targeted assistance program for Delinquent, Part D funds and Carl Washington Safety Funds.
- TUPE funds in the form of Competitive HS Tobacco Grant contribute to our prevention programs.

All funding works together to create a comprehensive and safe program for the students in our schools.

**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.

The following will continue even without the SDFSC funding:

- All parent notifications are translated into Spanish.
- Interpreters are present at all meetings involving Spanish speakers.
- Parents are notified of any behavioral issues immediately.
- Meetings are held with parents to monitor academic and behavioral progress of each student.
- Parents are involved with probation issues of their students.

**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.

Pregnant minors or parenting minors are referred to the services provided by the Napa Valley Adult School programs. If students wish to remain in the Court, Community or Alternative Schools, they are allowed to stay with the program and services designed to appropriately serve them. Tobacco education is included in that design with referral to cessation services.

**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.

**JCCS**

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	<p>Curriculum provides access to all courses needed for HS graduation.</p> <p>Opportunity to make up credits through individual learning contracts, college enrollment and on-line courses.</p> <p>Remedial education opportunities to help students pass CAHSEE</p> <p>Transcript evaluation and planning for each student</p> <p>Students participate in individual plans and track progress toward goals</p> <p>Strong monitoring of attendance to decrease truancy</p> <p>Access to the Odyssey Ware credit recovery system to help students meet graduation goals.</p>	All students enrolled in JCCS Programs	<ul style="list-style-type: none"> <li>• JCCS Director</li> <li>• After School Teacher and Class Leader</li> <li>• Counselor</li> <li>• Teachers</li> <li>• Probation Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly evaluation of curriculum, transcripts, contract credits and truancy rate</li> <li>• CAHSEE passage</li> </ul>	<ul style="list-style-type: none"> <li>• ADA Funds</li> <li>• Title 1, Part D</li> </ul>

<p><b>5.2</b> (Dropouts)</p>	<p>Truancy process including SARB referrals for those who do not attend regularly</p> <p>Probation officer hired to monitor attendance with appropriate consequences applied</p> <p>Student who are unsuccessful in one of the classes may transfer to another class or site in the program, i.e., transfer from independent study to a classroom</p>	<p>All students enrolled in JCCS Programs</p>	<ul style="list-style-type: none"> <li>• JCCS Director</li> <li>• Teachers</li> <li>• Probation Officer</li> <li>• SARB Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• ASAM data</li> </ul>	<ul style="list-style-type: none"> <li>• ADA funds</li> <li>• NCOE General fund for CWA</li> </ul>
<p><b>5.3</b> (Advanced Placement)</p>	<p>Insufficient number of students with the skill level to participate in advanced placement classes. Students may not attend district comprehensive campuses with these programs due to expulsions or court orders, contracts with district programs</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

## **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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sec. 1113(6) states that this subsection does not apply to LEA's with enrollments of less than 1,000 children. JCCS total enrollment for is approximately 600 per year.

Please 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.

NCOE Court & Community Schools are Title I, Part D, Neglected and Delinquent school sites.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Section 1115 (2) (D) states that children in local institutions for delinquent or neglected children and youth or attending a community school program are eligible under this part. Students are referred to the JCCS program when expelled from school districts, placed in Juvenile Hall or drug and alcohol rehabilitation center, or placed on probation.

## **Additional Mandatory Title I Descriptions**

(continued)

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

Students in the Court & Community School programs receive additional academic support through Title 1, Part D funds. An additional instructional assistant is provided for the Court Schools on a full time, year-round basis to help tutor students. In addition, a “roving” Title 1 Instructional Assistant provides tutoring at each school site in the area of math and language arts/preparation for the California High School Exit Examination (CAHSEE). Title 1 funds are also used to purchase on-line CAHSEE tutoring (CAHSEE revolution program), Renaissance Learning computer-based program in Language Arts and Math, and Odyssey Ware. Also, one time stimulus funds were used to purchase computers labs for both of the Court School classrooms and Promethean Boards and related materials for each class in the entire program. In the 2011-12 school year, Title 1 funds will also pay for a .4 school psychologist and part time counselor/coordinator. A Direct Services Student Assistance Team (DSAP) has been established in the Community School program. This team meets weekly to discuss individual student cases and to make recommendations for support services needed to help the student become successful. Title 1 funds were used to contract with outside counseling agencies (Family Services of Napa Valley and Aldea Inc.) In addition, a SAP advisory team meets once a month to review overall program goals, programs and to review the progress of the DSAP.

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

Parents will select from a list of identified supplemental service providers if NCOE programs are found to be out of compliance.

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.

Training is provided to all staff in several areas including Promethean Board implementation in the classrooms, Odyssey Ware, CAHSEE Revolution, Renaissance Learning and behavior management techniques.

## **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.

NCOE and Napa Valley Unified School district, co-coordinate special education services for JCCS participants. NCOE coordinates programs in correctional facilities with each student's home school, and is directly involved with district special education providers to provide and coordinate services for students with IEPs. NCOE coordinates student services with community partners.

**Part III**  
***Assurances***

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*Assurances*

*Signature Page*

## **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 D – SUBPART 2**

11. 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.
12. 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.
13. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **New LEAP Assurances**

46. 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)
47. 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**

48. 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**

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Print Name of Superintendent

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Signature of Superintendent

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Date

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

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

## APPENDIX D

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

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

<i>Research-based Activities</i>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
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

<b>Promising or Favorable Programs</b>							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
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
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
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