

# 2005-06 Annual Report for

District Name: \_\_\_\_\_

COMPLETED BY:

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## Contact Information

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Phone Number: (\_\_\_\_\_)-- \_\_\_\_\_

e-mail address: \_\_\_\_\_

LEA Enrollment: \_\_\_\_\_ Grade Span: \_\_\_\_\_

What funding did your LEA receive in 2005-06?

Yes   No   Funding Sources

\_\_\_\_\_ A. SDFSCA Title IV Entitlement

\_\_\_\_\_ B. 4-8 TUPE Entitlement

\_\_\_\_\_ C. 6-8 TUPE Competitive Funds

\_\_\_\_\_ D. 9-12 TUPE Competitive Funds

\_\_\_\_\_ E. AB 1113 Safe Schools & Violence Prevention Act

\_\_\_\_\_ F. Other funding sources for ATODVYD programs

\_\_\_\_\_ G. Additional funding from county health, public health, or alcohol and drug program departments

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## Principle of Effectiveness: Conducting Needs Assessments

*Programs shall be based on a thorough assessment of objective data about drugs and violence, assets, and protective factors in schools and communities served.*

### Question 1

Yes

No

Based on analysis of California Healthy Kids Survey (CHKS) and/or other locally available data, has your program identified the most pressing alcohol, tobacco, other drug and violence-related issues among your students?

\_\_\_\_\_

\_\_\_\_\_

### Question 2

Yes

No

Based on analysis of CHKS resiliency and/or locally available data, has your program identified program needs to improve youth development assets?

\_\_\_\_\_

\_\_\_\_\_

**Principle of Effectiveness: Performance Measures**

*The LEA shall establish performance measures and biennial (every two years) goals aimed at ensuring safe, orderly and drug-free learning environments.*

Alcohol, Tobacco, Other Drug, Violence Prevention and Protective Factors Performance Measures --INDICATORS--		California Healthy Kids Indicator Data					Baseline Year (LEAP)	Biennial Goal (LEAP) %
		Consent Grade	active 01-02	active 02-03	active 03-04	active 04-05		
A.	The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5th						
		7th						
B.	The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th						
		9th						
		11th						
		NT						
C.	The percentage of students that have ever used marijuana will <b>decrease</b> biennially by:	5th						
		7th						
D.	The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th						
		9th						
		11th						
		NT						
E.	The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th						
		9th						
		11th						
		NT						
F.	The percentage of students that feel very safe at school will <b>increase</b> biennially by:  <i>Note: The response items for this indicator were revised in 2003/04. If the baseline year for this indicator was prior to 2003/04, the comparison from Baseline to Most Recent is invalid.</i>	5th						
		7th						
		9th						
		11th						
		NT						

**Question 3--Continued**

This question relates to your current performance indicators. Your LEA defined these in your most recently approved Local Education Agency Plan (LEAP). **INDICATORS A-L MUST BE ADDRESSED.** With the exception of the Truancy Rate indicator, data to report on your indicators is available from your California Healthy Kids Survey (CHKS).

	<b>Alcohol, Tobacco, Other Drug, Violence Prevention and Protective Factors Performance Measures --INDICATORS--</b>	California Healthy Kids Indicator Data					Baseline Year (LEAP)	Biennial Goal (LEAP) %	
		Grade	01-02	02-03	03-04	04-05			05-06
		Consent	active	active	active	active			active
G.	The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th							
		9th							
		11th							
		NT							
H.	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:	5th							
		7th							
		9th							
		11th							
		NT							
I.	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:	5th							
		7th							
		9th							
		11th							
		NT							
J.	The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5th							
		7th							
		9th							
		11th							
		NT							

**Question 3--Continued**

This question relates to your current performance indicators. Your LEA defined these in your most recently approved Local Education Agency Plan (LEAP). **INDICATORS A-L MUST BE ADDRESSED.** With the exception of the Truancy Rate indicator, data to report on your indicators is available from your California Healthy Kids Survey (CHKS).

	<b>Alcohol, Tobacco, Other Drug, Violence Prevention and Protective Factors Performance Measures --INDICATORS--</b>	California Healthy Kids Indicator Data					Baseline Year (LEAP)	Biennial Goal (LEAP) %	
		Grade	01-02	02-03	03-04	04-05			05-06
		Consent	active	active	active	active			active
K.	The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5th							
		7th							
		9th							
		11th							
		NT							

Truancy Performance Indicator	Truancy Rates			
	2003/04 Rate	2004/05 Baseline Rate*	2005/06 Current Year Rate*	Annual Goal
<i>This is an <b>ANNUAL</b> indicator.</i>				
L. The percentage of students who have been truant will <b>decrease</b> annually by:				

\* Calculate the percentage rates in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing the total by the CBEDS enrollment for the same school year.

This section is for recording any performance indicators that were included in your LEA Plan. You may leave this section blank if you do not have any additional indicators or want to drop an indicator, or you may add new indicators here if you wish. If you have an optional indicator, please input it in the space provided using the pattern [indicator] will [increase or decrease] [over what period: annually, biennially, etc.] by some number or percentage. For example, "The expulsion rate will decrease annually by" 2%. Also indicate the grade(s) or grade span for the indicator (e.g. 5 or K-6 or 5,7,9,11), the goal, and the Baseline and Most Recent year data.

Additional (Optional) Performance Measures from LEA Plan List Indicators below	Grade(s) or Span	Baseline Data		Goal	Most Recent Data	
		Year	#/%	#/%	Year	#/%
1.						
2.						
3.						
4.						

**Question 4**

Yes   No

Were the biennial goals (listed in Question 3) established with input from appropriate school, community, and parent representatives and did these representatives also review whether these goals were achieved?

\_\_\_\_\_

**Question 5**

What steps were taken to review research or local evaluation data which influenced the selection of prevention activities for 2005-2006? (Check all that apply)

Yes   No

- A. Attended workshops and conferences addressing research-validated strategies \_\_\_\_\_
- B. Discussed options with a county office of education TUPE/SDFSCA coordinator \_\_\_\_\_
- C. Discussed options with County Health Agencies \_\_\_\_\_
- D. Examined evaluation data for our programs for evidence of effectiveness \_\_\_\_\_
- E. Talked with staff from other LEAs who have conducted the activities being considered \_\_\_\_\_
- F. Utilized *Getting Results: Developing Safe and Healthy Kids* \_\_\_\_\_
- G. Utilized the California Healthy Kids Resource Center web site \_\_\_\_\_
- H. Other (describe) \_\_\_\_\_

**Question 6**

What technical assistance is still needed to better implement effective, science-based alcohol, tobacco, other drug, violence prevention, and youth development programs? (Check all that apply)

Yes   No

- A. Better networking with other districts \_\_\_\_\_
- B. Better networking with our county office of education \_\_\_\_\_
- C. More support for prevention from district staff, parents, community, etc. \_\_\_\_\_
- D. More access to research and evaluation on prevention strategies \_\_\_\_\_
- E. Other (describe) \_\_\_\_\_
- F. Other (describe) \_\_\_\_\_

**Principle of Effectiveness: Selecting Effective Research-validated Programs**

*Agencies shall design and implement activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.*

**Question 7**

Use this section to identify the **predominant** science-based prevention programs used by your LEA.

- Identify only **predominant** programs, defined as being used with at least 50 percent of the students at targeted grade level(s).
- Check the grade levels in which at least 50 percent of the students received the program.
- Indicate the total number students (across all grade levels indicated) that received the program.
- Check the funding source(s) for each program.

KCSAPE District note: We have listed the three science-based prevention programs offered by the consortium; please specify target grade level(s), total number of students who received that classroom curriculum during the 2005-2006 school year.

**Too Good for Drugs (gr. K-6) or Too Good for Drugs & Violence (gr. 9-12) - ATODV Focus**

**Target Grade(s)**  
*grades at which 50% of students received*

\_\_\_\_\_

**Targeted Population**  
*total number of students received*

\_\_\_\_\_

**Funding**  
*check all that apply*

SDFSC TUPE 4-8

**Caring School Community (grades K-6) – Focus AODVYD**

**Target Grade(s)**  
*grades at which 50% of students received*

\_\_\_\_\_

**Targeted Population**  
*total number of students received*

\_\_\_\_\_

**Funding**  
*check all that apply*

SDFSC TUPE 4-8

**Project Alert (gr. 6-8) – Focus ATOD**

**Target Grade(s)**  
*grades at which 50% of students received*

\_\_\_\_\_

**Targeted Population**  
*total number of students received*

\_\_\_\_\_

**Funding**  
*check all that apply*

SDFSC TUPE 4-8

**Question 8**

Do you plan any changes in science-based programs, or grade level implementation for 2005-06?

Yes   No

\_\_\_\_\_

**Please continue with question 11**

**Question 11. Research based Activities and Strategies**

Identify the additional strategies and activities used to support your primary prevention and intervention programs. These include any changes utilized primarily outside the classroom setting, although small components could be classroom-based. These activities and strategies are the categories in Appendix D of the **LEAP**.

- Identify only **predominant** programs, as defined as at least 50 percent of the students at certain grade level(s) having access. For example, if program xyz is accessible to over 50 percent of your students in grades 5 and 6, check 5 and 6. If the program is not accessible than 50 percent of the students in any grade, do not list it.
- Check the grade levels in which at least 50 percent of the students had access the program.
- Check the funding source(s) for each program.

Research Based Activities Listed in Appendix D of the LEAP and in <i>Getting Results</i> -available at: <a href="http://www.gettingresults.com">www.gettingresults.com</a>	2005/06 Information				2006/07
	Used During 05/06?	Targeted Grade(s) grades at which 50% of students had access	ATODVYD Focus	Funding check all that apply	To Be Used During 06/07?
<b>A. After School Program</b> Getting Results Part I pp 77-78.					
<b>B. Conflict Mediation/Resolution</b> Getting Results Part I pp. 63-65 and 127-129.					
<b>C. Early Intervention &amp; Counseling</b> Getting Results Part I pp. 72, 100-101, 106-107.					
<b>D. Environmental Strategies</b> Getting Results Part I pp. 73-74, Part II pp. 47-48, 76-79, 89-94.					
<b>E. Family and Community Collaboration</b> Getting Results Part I pp. 104-105, Part II pp. 26-28, 33.					
<b>F. Media Literacy and Advocacy</b> Getting Results Part II p. 45, Update 3 pp 22-24.					
<b>G. Mentoring</b> Getting Results Part I p. 49.					
<b>H. Peer-Helping and Peer Leaders</b> Getting Results Part I pp. 104-107, Update 3 pp. 43-45.					
<b>I. Positive Alternatives</b> Getting Results Part I pp. 79-81, 104-106, 108-109.					
<b>J. School Policies</b> Getting Results Part I pp. 66-72, Part II pp. 22-23.					

**Question 11 continued**

<b>K. Service Learning/Community Service</b> Getting Results Part I pp. 81-82, Part II pp. 46-47.					
<b>L. Student Assistance Programs</b> Getting Results pp. 72, 89-90.					
<b>M. Tobacco-Use Cessation</b> Getting Results Part II pp. 28, 42-43, 72-74.					
<b>N. Youth Development/Caring Schools/Caring Classroom</b> Getting Results Part I pp. 121-123, 136-137, Part II p. 28, and Update I.					

**Question 12. Other Programs and Strategies-Non TUPE and SDFSC**

LEAs may implement programs, strategies, and activities with an Alcohol, Tobacco, Other Drug, or Violence prevention focus with funds other than Title IV SDFC or TUPE. Identify any of the programs, strategies, or activities used by the LEA during the 2004/05 school year and the grade spans targeted (does not require that 50% or more students be targeted or served).

Used?		Program/Activity/Strategy	Used at Grade Spans		
<u>Yes</u>	<u>No</u>		<u>K-6</u>	<u>7-8</u>	<u>9-12</u>
_____	_____	A. One or more sweeps using detection dogs.	_____	_____	_____
_____	_____	B. Student drug testing under reasonable or probable cause.	_____	_____	_____
_____	_____	C. Mandatory random drug testing for students in extra-curricular activities.	_____	_____	_____
_____	_____	D. Voluntary random drug testing for students not in extra-curricular activities.	_____	_____	_____
_____	_____	E. Character Education Programs: Resources and activities that build and develop character in youth defined by core values of trustworthiness, respect, responsibility, fairness, caring, citizenship, or other chosen character traits.	_____	_____	_____
_____	_____	F. Does the district participate in any alcohol, tobacco or other drug prevention projects operated by community based organizations that are funded by the county health, public health, or alcohol and drug program department?	_____	_____	_____

**Question 13. Staff Development**

Report the number of classified and certificated staff served by the following staff-focused alcohol, tobacco, other drug, violence and youth development in-service in the past year. For example, if a violence prevention in-service was offered, check the violence box to the right, then on the same row, to the right, list the number of classified and/or certificated staff involved.

Activity			Focus	Estimate the number of Classified Staff Involved		Estimate the number of Certificated Staff Involved	
	Yes	No					
<b>A. Inservice specific to prevention</b>	<input type="checkbox"/>	<input type="checkbox"/>	Tobacco				
	<input type="checkbox"/>	<input type="checkbox"/>	Alcohol & Drug				
	<input type="checkbox"/>	<input type="checkbox"/>	Violence				
	<input type="checkbox"/>	<input type="checkbox"/>	Youth Development				
<b>B. Inservice specific to intervention or cessation</b>	<input type="checkbox"/>	<input type="checkbox"/>	Tobacco				
	<input type="checkbox"/>	<input type="checkbox"/>	Alcohol & Drug				
	<input type="checkbox"/>	<input type="checkbox"/>	Violence				

**Question 14.**

Provide the best estimate of how many students, in all grades, received classroom-based tobacco use prevention instruction in 2005-2605. *(Legislative reporting requires this question about tobacco only.)*

\_\_\_\_\_

**Question 15.**

Estimate the number of students who have been specifically identified as tobacco users this year. Identify the number of these tobacco-using students who were served with special, targeted cessation and/or intervention services this year. If none, enter "0". *(Legislative reporting requires this question about tobacco only.)*

- A. Number of tobacco-using students identified: \_\_\_\_\_
- B. Number of tobacco-using students served with targeted cessation/intervention: \_\_\_\_\_

**Note: if you served any students with targeted cessation/intervention (15B), you must answer 15C-15M below.**

Intervention/Cessation Programs	Used for Cessation Readiness or Pre-Cessation in 2005-06?		Used for Cessation in 2005-06?		Provided in Collaboration with a Community Health Agency?		To be Used in 2006/07?	
	Yes	No	Yes	No	Yes	No	Yes	No
C. California Smokers' Helpline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Helping Teens Stop Using Tobacco (TAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Intervening with Teen Tobacco Users (TEG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 15 continued**

F.	NOT-Not On Tobacco								
G.	Smokeless School Days								
H.	Freedom from Smoking								
I.	I QUIT								
J.	I Decide: Teen Tobacco Cessation Program								
K.	Other:								
L.	Other:								
M.	Other:								

**Question 16.**

Tobacco prevention/intervention services for parenting or pregnant minors. If none, enter "0".  
*(Legislative reporting requires this question about tobacco only.)*

- A. Number of parenting and/or pregnant minors **identified**: \_\_\_\_\_
- B. Number of parenting and/or pregnant minors **served**: \_\_\_\_\_

**Principle of Effectiveness: Program Evaluation**

*Program shall be evaluated periodically to assess progress towards achieving goals and objectives, and use of the evaluation results to refine, improve, and strengthen the program and refine the goals and objectives as appropriate.*

**Question 17.**

Has your LEA's progress in meeting performance indicators (see question 3) been publicly reported in 2004/05 or 2005/06? **MARK ONLY ONE**

- \_\_\_\_\_ A. Do not yet have data on progress towards meeting goals.
- \_\_\_\_\_ B. Have data on progress towards goals, but have not reported publicly yet.
- \_\_\_\_\_ C. Have a date scheduled to publicly report data.
- \_\_\_\_\_ D. Yes, we have publicly reported indicator progress.

**Question 18.**

To what extent has your LEA used evaluation results to refine, improve, and strengthen the district's alcohol, other drug, and violence program? **MARK ONLY ONE**

- \_\_\_\_\_ A. Great extent
- \_\_\_\_\_ B. Some extent
- \_\_\_\_\_ C. Little thus far
- \_\_\_\_\_ D. No data available

**Question 19.**

In what ways were parents involved in planning and implementing prevention activities?

- |            |           |                                                   |
|------------|-----------|---------------------------------------------------|
| <u>Yes</u> | <u>No</u> | <u>Parent Involvement Activities</u>              |
| _____      | _____     | A. Prevention planning committees                 |
| _____      | _____     | B. Classroom volunteers for prevention activities |
| _____      | _____     | C. Other volunteers in prevention activities      |
| _____      | _____     | D. Other:                                         |

**Principle of Effectiveness: Coordinated School Health**

*The following questions address coordinated school health issues related to prevention and intervention.*

**Question 20.**

The eight components of coordinated school health are:

- Health education
- Health services
- Psychological and counseling services
- Health promotion for staff
- Physical education
- Nutrition services
- Healthy school environment
- Parent/community involvement

Yes      No

Has a committee or group met in the past year to discuss how to collaborate on the implementation of two or more of these eight components?      \_\_\_\_\_      \_\_\_\_\_

**20a.** If "Yes", which components did the committee or group address or collaborate on?

Yes	No	Components
_____	_____	A. Health education
_____	_____	B. Health services
_____	_____	C. Psychological and counseling services
_____	_____	D. Health promotion for staff
_____	_____	E. Physical education
_____	_____	F. Nutrition services
_____	_____	G. Healthy school environment
_____	_____	H. Parent/community involvement

**Question 21.**

Identify the predominant classroom-based resources addressing HIV/AIDS.

Yes      No      HIV/AIDS Resources-Mark either "None" (A), or "Yes" or "No" for each item

\_\_\_\_\_      \_\_\_\_\_      A. None

_____	_____	B. Locally developed resources: developed internally using content and/or combining elements from several external resources (names not needed)
_____	_____	C. Any textbook(s)-names not needed
_____	_____	D. Be Proud. Be Responsible.
_____	_____	E. Positive Prevention: HIV/STD Prevention Education for California Youth (2nd ed.)
_____	_____	F. Focus on Kids
_____	_____	G. Get Real About AIDS
_____	_____	H. Safer Choices