

(Rev 02-10)
California Department of Education
District and School Improvement Division
(CDE use only)

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Santa Clara County Office of Education

County/District Code: 43-10439

Dates of Plan Duration (should be up to three years): 4/8/2010-6/30/2014

Date of Local Governing Board Approval: April 21, 2010

District Superintendent: Charles Weis, PhD

Address: 1290 Ridder Park Drive

City: San Jose State: CA Zip: 95131

Phone: 408-453-6511 Fax: 408-453-6601

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for

those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

See Assurances on pages 63 – 71. Signatures are required on page 72.

**LEA Plan
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Part I
Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

1. Rigorous academic standards
2. Standards-aligned instructional materials
3. Standards-based professional development
4. Standards-aligned assessment
5. An accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, homeless students' services, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

✓	LEA Plan – Comprehensive Planning Process Steps
	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		EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
✓	Title I, Part C, Migrant Education	✓	State Migrant Education
✓	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	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 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A, ASD	0	1,591,980	1,367,438	86%
Title I, Part A, SpEd	0	863,044	719,333	83%
Title I, Part D, Neglected/Delinquent	0	1,255,824	1,067,451	85%
Title II Part A, Subpart 2, Improving Teacher Quality	46,645	47,062	78,690	84%
Title II, Part D, Enhancing Education Through Technology	0	14,294	Not yet determined	Not yet determined
Title III, Limited English Proficient	0	47,500	Not yet determined	Not yet determined
Title IV, Part A, Safe and Drug-free Schools and Communities	48,484	20,386	63,166	91%
Title V, Part A, Innovative Programs – Parental Choice	1,471	0	1,349	91%
McKinney-Vento Homeless Education	0	113,511	97,655	91%
IDEA, Special Education	67,021	4,322,652	3,834,816	89%
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)	48,484	20,386	63,166	92%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				

Other (describe)				
TOTAL				

Part II
The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

1. Statewide standards, assessment, and accountability
2. Local assessments and accountability
3. Coordination and integration of federal and state educational programs
4. The LEA academic assessment plan

Teacher Quality

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec.

4115 (a)(1)(A). California’s Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

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

District Profile

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

ASD provides educational services for students who have been unsuccessful in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The Alternative Schools Department serves at-risk and incarcerated youth in three types of settings: (1) Juvenile Probation Department facilities – Juvenile Hall, Ranch facilities, and Alternative Collaborative Programs; (2) Children’s Shelter, operated by the Department of Family & Children Services (DFCS); and (3) Community Schools and Community Day Schools serving at-risk students released from their home districts.

During the 2006-2007 and 2007-2008 school year ASD operated 6 community schools, 5 Community Day schools, 4 institutional schools, and 1 Independent Study on 15 school sites throughout Santa Clara County. ASD staff includes 36 Teachers, 6 Special Day Class teachers, 5 Resource Specialists, 12 Instructional Aides, 15 Special Education Aides, 4 Custodians, 6 Office Coordinators, 3 Guidance Counselors, 1 Accountant, 3 Principals, 4 Student Assessment Technicians, and 1 Full time Director.

The school year ranges from 210 to 240 instructional days, depending on the particular school site. The instructional day ranges from 240 minutes to 360 minutes.

The tables below reflect the district’s enrollment for the past three years.

Table 1: Student Enrollment in ASD, By Percentage, By Grade

	7 th	8 th	9 th	10 th	11 th	12 th	Number Enrolled
06-07	2%	5%	9%	21%	31%	32%	783
07-08	2%	7%	9%	19%	24%	39%	912

08-09	1%	5%	8%	21%	31%	34%	753
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During the 2007-2008 school year, there was a spike in student population at both ranches and Juvenile Hall, accounting for an increase of almost 100 students. The SCCOE ASD student population is extremely transitory. While the average enrollment may be near 800, ASD enrolls and serves more than 3,500 different students yearly. The average length of student enrollment is three (3) months, with the exception of Juvenile Hall, where the average length of enrollment is 22 days.

Table 2: Student Enrollment in ASD, By Percentage, By Ethnicity

	African American	Asian	Hispanic	White	Other	Multi Response	Number Enrolled
06-07	7%	5%	63%	12%	3%	10%	698
07-08	8%	4%	69%	13%	4%	2%	914
08-09	6%	3%	71%	9%	3%	8%	753

California Basic Educational Data System (CBEDS) reports that 76% of our students are male, averaging 15.5 years of age.

The Department emphasizes improving students' literacy, numeracy and social skills. The Department also provides opportunities for preparation for future employment, General Equivalency Diploma (GED) tests, the California High School Proficiency Exam and ROP programs. All ASD programs utilize the "Star Advantage" diagnostic test for assessing reading and math of all incoming students. All students are tested using Star Advantage upon enrollment and are re-tested every 60 days.

The following indicators are used to meet mandates of the Alternative Schools Assessment Model (ASAM).

1. County Community School/Community Day School - Attendance, course completion, credit completion, and Individual Testing/Reading Achievement,
2. Institutional Schools - course completion, credit completion, GED Section Passage, and Individual Testing/Reading Achievement.

All students participate in the Standardized Testing and Reporting Program (STAR) and the California High School Exit Exam (CAHSEE). Our Course of Study meets the California State standards, and students earn credits toward graduation.

The Alternative Schools Department of the Santa Clara County Office of Education is committed to providing a learning environment that promotes the development of literacy, numeracy, resiliency and social skills which assist students for a successful future. We serve the critical educational needs of at risk students in Santa Clara County. Since 1958, we have provided quality school services to delinquent, disruptive, disadvantaged, and disabled children and youth.

Table 5 reflects the Academic Performance Index (API) score for Alternative Schools, as measured through student performance at our County Community schools. During the 2005-2006 school years SCCOE District-Wide Annual Performance Index (API) score dropped from 613 to 591, thereby placing

the district into Program Improvement (PI) status. *(API score for the 2007-2008 school years was 646, with the expected Annual Yearly Progress at 620)* Analysis of the district wide scores reflected a drop from an API score of 486 to 468 for the County Community Schools. *(API score for the 2007-2008 school years was 525, with expected Annual Yearly Progress at 620)*

Table 5: SCCOE Alternative Schools Department : Annual Performance Index (API)

	2006 (Base API)	2007 (Base API)	2008 (Base API)	2009 (Growth API)
SCCOE	613	591	636	555
ASD (County Community)	486	468	523	397
California	721	728	741	755

ASD is addressing, and will continue to focus on the challenges associated with the Court, Community/Community Day Schools participating in the state and federal accountability systems. The department acknowledges the challenge of meeting the Annual Yearly Progress goals set by NCLB requirements, and is determined to provide the expected rigor for ALL classrooms and schools, and continue to focus on continuous improvement.

In the past few years ASD has explored and instituted different approaches to bring a unifying theme fostering more participation and accountability (Passion Groups, Curriculum Committees, and Leadership Teams). The overriding goal for all of these efforts was to increase student success with a commensurate reduction in disciplinary incidences. While the components have been in place, a unifying plan with a viable and meaningful assessment system is still lacking.

The Special Education Department (SPeD) of the Santa Clara County Office of Education provides a variety of instructional programs and services for children and students with severe or low incidence disabilities from birth through 22 years of age. The students come from 32 school districts in Santa Clara County and are served more effectively by the comprehensive programs offered by the Santa Clara County Office of Education. Programs are divided into Early Education (birth to 3 years), preschool, elementary, secondary and post secondary. The types of programs offered include Deaf/Hard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally Disturbed, Medically Fragile and Severely Disabled.

In addition, the County Office of Education is the Local Education Agency (LEA) for students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education Department also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and Board-sponsored charter schools.

For the 2009-2010 school year, 1605 students were served by the Special Education Department in preschool through post secondary classrooms. Additional special education students were served in the early education home-based program.

During the 2009-2010 school year, the Special Education Department operated 180 classrooms on 79 sites throughout Santa Clara County. The 32 school districts of Santa Clara County are committed to the provision of special education services to all students with disabilities in the least restrictive

environment possible. Students receive the services specified in their IEP/IFSP in classrooms as close to their homes as possible. Therefore, the majority of programs operated by the SCCOE Special Education Department are located on district school sites.

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

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

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

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

Alternative Education, which is comprised of institutions, community and community day schools, serves the pre-delinquent/delinquent K-12 students that have had issues with law enforcement, and those students removed from their district of residence due to behavior and/or attendance problems. California Education Code Section 1981 identifies four (4) classifications of students who are eligible for Community School Enrollment: School District Expulsion, School Attendance Review Board (SARB) or Parent Request/District Approval, Probation Referred (300, 601, 602, or 654) or Serious Expulsion, and Homeless.

Table 6: California Standard Test (Percent Proficient and Above)

	Percent Proficient and Above					
	ELA		General Math		Algebra	
	%	Number	%	Number	%	Number
2006	5%	22	3%	2	0%	0
2007	3%	15	5%	4	2%	1
2008	5%	29	10%	10	4%	1
2009	5%	28	9%	8	4%	1

Table 6 reflects the percentage of students identified as “Proficient or above” in ELA, General Math and Algebra for the past 4 years. All students in grades 2-11 are required to take the California Standards Test (CST) and based upon the results, less than 5% of the TOTAL ASD student population are deemed as Proficient or Above in ELA across the past four (4) years. Scores are equally as low for General Math and Algebra. It is important to note that the transitory student population translates into different cohorts of students tested every year. Scores reflect performance of students enrolled in ASD schools during the testing window.

Table 7: California High School Exit Exam: ELA (Percent Passing, By Grade)

	English Language Arts							
	Grade 10		Grade 11		Grade 12		All	
	%	Number	%	Number	%	Number	%	Number
2006	39%	51	35%	89	33%	63	35%	203
2007	38%	49	29%	73	25%	63	29%	195
2008	46%	88	29%	92	35%	113	36%	293
2009	40%	68	28%	96	35%	73	32%	246

Table 8: California High School Exit Exam: MATH (Percent Passing, By Grade)

	MATH							
	Grade 10		Grade 11		Grade 12		All	
	%	Number	%	Number	%	Number	%	Number
2006	33%	42	22%	58	26%	51	26%	151
2007	37%	51	21%	53	17%	46	23%	156
2008	37%	75	30%	91	19%	89	31%	258
2009	35%	59	21%	74	24%	53	25%	196

Tables 7 and 8 reflect the performance of ASD students from 2006 to 2009 as percentage of students PASSING the California High School Exit Exam (CAHSEE), by grade level. Scores definitely reflect a higher percentage of students passing ELA versus Math, and students in Grade 10 doing significantly better than students in grades 11 and 12. These observations definitely point to the challenge of ASD students the older they are within this educational option.

Table 9: California High School Exit Exam: 10th Grade ELA (Percent of ASD Students Passing by Program)

	Special Education		ELL		Socio-Economic Disadvantaged	
	%	Number	%	Number	%	Number
2007	22%	4	29%	4	50%	9
2008	28%	7	32%	11	29%	12
2009	26%	5	24%	10	19%	8

Table 10: California High School Exit Exam: 10th Grade MATH (Percent of ASD Students Passing by Program)

	Special Education		ELL		Socio-Economic Disadvantaged	
	%	Number	%	Number	%	Number
2007	14%	3	18%	3	47%	9
2008	16%	4	42%	14	18%	8
2009	12%	3	25%	9	19%	7

Tables 9 and 10 reflect the percentage of students passing CAHSEE at the 10th grade level, and controlled for program participation. When controlling for specific population of students, the percentage is significantly LOWER, with less than 30% of students passing ELA (20% for Math) if special education eligible.

At the core of academic problems for low-achieving students is that their functional literacy is two to three grade levels below that of their same age peers. A lack of school attendance and participation are also factors in student achievement. These variables are ever-present and tightly interwoven. The average length of stay (three months to 22 days in Juvenile Hall) also impact student achievement. The challenge of providing a relevant educational program that yields almost miraculous gains while simultaneously introducing and reinforcing resilient behaviors and internal fortitude makes adherence to statewide performance expectations very difficult (if not impossible).

Success of the educational programs for these students is further complicated by the sheer logistical situations of programs across an area of more than 2, 000 square miles (Palo Alto to Gilroy). Classes are located in small portables on some willing host-school sites, with staff spread out and so far apart that collaboration is almost impossible beyond designated staff development days.

Special Education Student Testing

All students participate in the Standardized Testing and Reporting Program (STAR). **Ninety-five percent (95%)** of the K-12 students in the Special Education Department participated in the state testing program in 2008-2009. The decision regarding which tests were most appropriate for each student was made by each student's IEP team.

Eighty percent (80%) of the tested SCCOE special education students were administered the California Alternate Performance Assessment (CAPA) in their own classrooms. The CAPA shows how well students

are doing in relation to a subset of California standards appropriate for students with significant cognitive delays.

Fifteen percent (15%) of the tested students completed parts of the California Standards Test (CST) with their non-disabled peers. Many of these students attended the SCCOE Emotionally Disturbed, Deaf/Hard of Hearing, Autism or Orthopedically Impaired classes and may have been partially mainstreamed into district-hosted programs. See results below.

Five percent (5%) of the tested students (third through eighth graders only) were administered the California Modified Assessment (CMA). The CMA is similar to the CST and was developed so special education students can better demonstrate their knowledge of the California Content Standards. The group results are not reported in this document since subgroups included fewer than 10 students.

CAPA (California Alternate Performance Assessment)

The CAPA (California Alternate Performance Assessment) shows how well students are doing in relation to a subset of California standards appropriate for students with significant cognitive disabilities.

2009 Testing Results for SCCOE Special Education Students; CAPA (California Alternate Performance Assessment)					
	<u>Level I</u> <u>Grades 2-11</u>	<u>Level II</u> <u>Grades 2-3</u>	<u>Level III</u> <u>Grades 4-5</u>	<u>Level IV</u> <u>Grades 6-8</u>	<u>Level V</u> <u>Grades 9-11</u>
CAPA English-Language Arts					
Students Tested	392	59	73	81	101
% At/Above Proficient	67% (2008: 74%)	39% (2008: 51%)	48% (2008: 40%)	72% (2008: 51%)	51% (2008: 27%)
CAPA Mathematics					
Students Tested	390	59	73	80	100
% At/Above Proficient	52% (2008: 47%)	27% (2008: 62%)	30% (2008: 49%)	51% (2008: 45%)	40% (2008: 22%)
CAPA Science					
Students Tested	102		36	29	35
% At/Above Proficient	47% (2008: 49%)		42% (2008: 56%)	55% (2008: 54%)	23% (2008: 43%)

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading, by 2013-14.

Planned Improvement in Student Performance in Reading

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

1. Alignment of instruction with content standards:

Alternative Schools Department:

Alternative Schools Department (ASD) English Language Arts (ELA) /Reading Language Arts (RLA) programs will continue to be aligned to the California content standards. The Curriculum and Instruction committees, the Course of Study Committees and the Western Association of Schools and Colleges (WASC) team in collaboration with Educational Services Branch (ESB) staff will continue to provide access to state and district adopted materials and supplemental curriculum. ASD will continue to collaborate with ESB Curriculum and Instruction department and will provide professional development in ELA/RLA content and pedagogy to support coherent implementation. ESD Accountability and Assessment department will provide support in the analysis of the CAHSEE, CST, and local assessments to drive instruction and professional development opportunities. The ELA/ RLA teacher leads from ASD and content experts from ESB will continue to provide guidance in content and instructional strategies for the full implementation of core curriculum.

Actions

1. Create a Course of Study to support rigorous, standards based curriculum with identified essential standards with CAHSEE AND CST blueprint for 2010-11
2. Develop Curriculum and Pacing Guides aligned with grade level standards as the primary resource in the coherent implementation of standards-based instruction for 2010-11
3. Review and update the curriculum guides annually
4. Identify placement criteria for appropriate placement of instructional program including benchmark, strategic and intensive intervention settings
5. Provide standards-based curriculum training during the allocated monthly Professional Development time focusing on research-based best practices in ELA/RLA
6. Provide effective instructional strategies (pedagogy) to strengthen the delivery of the core curriculum, Character Based Literacy (CBL)
7. Develop formative and summative standards-based assessments aligned to standards to monitor student achievement, drive instruction and evaluate the effectiveness of CBL.

Special Education Department:

The instructional program for Special Education is based on the core curriculum of the State Academic Standards and the Individual Education Plan (IEP) for each preschool-12th grade student or Individual Family Service Plan (IFSP) for 0-3 year olds. An IEP/IFSP team for each student (consisting of the student, parent/guardian, teacher, administrator and other staff professionals) guides the curriculum focus so that each student has the most appropriate access to the core curriculum. Access to the core curriculum is through various means including state-adopted textbooks, approved supplementary instructional materials, adapted equipment, computer software, and/or augmentative/alternative communication devices/assistive technology (AAC/AT).

Actions

1. Provide teachers with the appropriate California standards document according to their student age levels

- a. 0-3 years: California Infant/Toddler Learning and Development Foundations
 - b. 3-5 years: California Preschool Learning Foundations
 - c. K-12: Reading/Language Arts Framework for California Public Schools
2. Provide teachers with the core curriculum and supplementary materials in Reading/ Language Arts (R/LA) that are adopted by the host district for each special education class. For students attending programs on district sites, students have access to the same textbooks that the non-disabled peers use.
3. Provide early literacy materials for 0-5 year programs.
4. Provide teachers who work with students with severe cognitive delays with copies of the “Special Education Alternate Curriculum for Students with Moderate to Severe Disabilities”. Use of this curriculum is determined by each student’s IEP team. This curriculum was developed by the Special Education Administrators of County Offices in 2008 and ensures access to Reading/Language Arts, English Language Development, Mathematics, History-Social Science, Science, Visual and Performing Arts, and Health/Physical Education.
5. Continue to provide a continuum of locally and SBE-adopted R/LA materials, to students with disabilities, as identified in IEP goals.
 - a. Purchase supplemental core curriculum materials to increase access for special education students
 - b. Purchase intervention materials including:
 - i. Edmark intervention materials for additional comprehension, phonics and fluency support
 - ii. Lexia Reading Program which provides computer-aided access for special education students
6. Through the R/LA Curriculum Committee, identify and approve supplemental core materials and intervention materials, to provide continuity between programs.
7. Purchase approved supplemental materials and intervention materials as needed.
8. Purchase adaptive core curriculum materials, supplementary materials, and interventions for students with vision, hearing or orthopedic impairments through the California Low-Incidence Program.
9. Encourage staff to visit the SCCOE Resource Center which offers a professional library, Learning Resource Display Center, an Instructional Materials Resource Center, and a Grant Resource Center. Staff can review best practices, review and borrow newly-adopted textbooks, make instructional materials on site, or seek expertise in writing a grant.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 C & I Coordinators
 Curriculum Committees

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 R/LA Coordinator

Master Teachers
Curriculum Committee

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Curriculum Development	\$ 28,200
Title I, Part D, Neglected, Delinquent	Curriculum Alignment	\$ 11,800

2. Use of standards-aligned instructional materials and strategies:

Alternative Schools Department:

ASD will align ELA/RLA courses to content standards and daily required minutes for full implementation on a daily basis. Standards aligned instructional materials will be outlined in the new Curriculum Guides for implementation in 2010-11 school year. Professional development will be provided to give additional guidance to the staff on researched-based best instructional practices to implement standards-based curriculum.

Instructional and student engagement strategies will include, but are not limited to:

1. Checking for understanding
2. Differentiation and modifying and adjusting lessons
3. Providing frequent verbal and non verbal responses
4. Using a variety of instructional groupings during instruction
5. Use of study guides, outlines, or highlighting texts
6. Use of academic language
7. Detailing language and content objectives.
8. PBIS (Positive Behavior Intervention System)
9. Assessment for Learning

Actions

1. Identify and recommend supplemental and intervention materials for district adoption
2. Implement Edge instructional program to serve as core/intervention materials for English Learners
3. Review of all school schedules for the appropriate time allocation, including universal access and strategic intervention time as outlined in the California Framework for ELA/RLA:
 - a. Grades 7-8: 1 to 2.0 hours daily
 - b. Grades 9-12: 1 to 2.0 hours daily
4. Train teachers on the use of standards-aligned curriculum and supplemental ELA/RLA materials.
5. Implement defined common on-demand multiple choice, short essay, assessments for ELA/RLA
6. Develop and administer common writing assessments across all content areas
7. Train staff on analysis of summative assessment results (CST, CAPA and CAHSEE) and on analysis of formative assessment results from common assessments
8. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
9. Provide paraprofessionals training in reading intervention strategies for targeted students
10. Provide collaborative meeting time to focus on the following:
 - a. Implementation of the standards driven curriculum and intervention programs

- b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population.
- c. Sharing of curricular materials and instructional approaches
- d. Examine student work samples to ensure that students are mastering grade level standards

Special Education Department:

Strengthen the content and consistency of delivery of R/LA instruction between similar programs and classrooms using SCCOE Instructional Services coordinators, Administrative Designee, Special Projects and special education master teachers.

Actions

1. Develop a list of district-approved supplemental materials
2. Develop a list of district-approved R/LA intervention materials
3. Review all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the California Framework for R/LA:
 - a. Grade K: 1.5 hours daily
 - b. Grades 1-3: 3.0 hours daily
 - c. Grades 4-6: 2.5 hours daily
 - d. Grades 7-8: 1 to 2.0 hours daily
 - e. Grades 9-12 (Plus Post Secondary): 1 to 2.0 hours daily
4. Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 ESB coordinators
 Identified lead teachers

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 R/LA Coordinator
 Master Teachers
 Curriculum Committee

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part D, Neglected/Delinquent	ELA Intervention Materials	\$240,000
Title I, Part A	Professional Development	\$ 20,000
Title I Part D, Neglected/Delinquent	Professional Development	\$ 20,000

3. Extended learning time:

Alternative Schools Department:

All strategic, intensive, and intervention students, including English Learners will receive reading and/or ELD intervention and instruction during the school day. In addition, students may be offered after school. Intensive students will use SBE approved intervention materials.

Due to PI Status, Supplemental Educational Services (SES) will be made available to students and parents. Extended day classes will provide instruction in ELA/RLA as well as providing on-line programs

Actions

1. Continue to monitor student academic growth and school efforts for all students, and continue to monitor academic and ELD for the EL subgroup
2. Research and contact SES providers, organize and hold SES fairs, mail informational letters to parents regarding SES, and create and maintain partnerships with Community Based Organizations(CBOs)
3. Identify and acquire curricular materials, educational software, and technologies to be used in the program
4. Explore on-line opportunities for intervention and credit recovery to be used after school

Special Education Department:

At least once a year, each student's IEP/IFSP team meets to decide if the student is eligible to receive extended learning through the extended school year program.

Actions

1. Continue to offer extended school year services for eligible students as written in their IEPs.

People Assigned

Alternative Schools Department:

Director, Alternative Education

Principals

Teachers

Special Education Department:

Director, Special Education

Principals

Manager, Special Education

Administrative Designee, Special Projects

Certificated/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Tutoring Hours	\$ 9,872
Title I, Part D, Neglected/Delinquent	Extra Teaching Hours	\$17,500

4. Increased access to technology:

Alternative Schools Department will continue to research the latest technology available to enhance student learning. There will be continued focus on equipping and utilizing technology to enhance student learning.

Actions

1. Implement research-based intervention programs and student use of educational software, including Lexia, Read 180, My Access, instruction in reading
2. Continue to research and implement assessment tools
3. Purchase additional classroom computers and software for access to the core and supplemental curriculum
4. Provide teacher connectivity at 100%, including wireless access
5. Continue to expand internet service to all classrooms for instructional purposes

Special Education Department will continue to research the latest technology available to enhance student learning. There will be continued focus on equipping and utilizing technology to enhance student learning.

Actions

1. Purchase additional classroom computers, software, and adaptive equipment as required by student IEP/IFSP for access to the core curriculum
2. Implement research-based software including Lexia for Reading Intervention to supplement student instruction in reading using technology as the primary tool.
3. During 2009-2010, add one new computer to each classroom for student use and continue to expand internet service to all classrooms for instructional purposes
4. Continue to expand internet service to all classrooms for instructional purposes

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Manager, Special Education

Director, Special Education
 Principals
 Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Purchase 60 Computers	\$ 80,000
Title I, Part D, Neglected/Delinquent	Purchase 60 Computers	\$160,000

5. Staff development and professional collaboration aligned with standards-based instructional materials:

Alternative Schools Department:

In collaboration with Educational Services, ASD will plan and implement high quality professional development that is aligned with state standards and areas of teacher identified needs. The department professional development plan will guide staff in implementing research-based best practices for delivering a consistent and coherent core curriculum focusing on the :

- Reading Language Arts framework
- Adopted core curriculum materials including supplementary and intervention materials.

Information will be shared with staff via the following means: conferences, content specific staff development, and monthly collaboration meetings.

New teachers will participate in BTSA, and all teachers will have the opportunity to participate in the PAR program to further develop mastery of curriculum and assessments of state content standards.

Actions

1. Provide intensive professional development that is ongoing, ,job-embedded and systematic
2. Provide monthly collaboration time for staff members to develop and share focusing on research-based best practices in ELA/RLA (pedagogy) to strengthen the delivery of the core curriculum to improve continuity between sites
3. Encourage staff to attend instructional materials trainings on the core curriculum with a focus on intensive intervention strategies for our targeted student population
4. Investigate new methods of delivering professional development such as web-based videotaping presentations, surveys, etc.
5. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
 - a. Expand ASD webpage and SCCOE intranet to reach staff members.
 - b. Newsletters and other important updates
6. Continue PAR program which provides support for teachers who need it
7. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
8. Continue to develop and add motivations for staff to participate in professional development activities
 - a. Complete the Instructional Materials Training for ELA/RLA, Intervention, and ELD

9. Implement a Positive Behavioral Intervention System(PBIS) in the 2010-11school year
10. Provide standards-based curriculum training during the allocated monthly Professional Development time

Special Education Department:

Actions

1. In collaboration with the Instructional Services department and master special education staff, plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
 - a. R/LA framework
 - b. Adopted core curriculum materials including supplementary and intervention materials
 - c. Modifications and adaptations
 - d. Balanced literacy
 - e. Instructional strategies such as Guided Reading and Writer’s Workshop
 - f. Assessments
2. Provide collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.
3. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator.
4. Encourage staff to attend SB 472 trainings on the core curriculum of their host district.
5. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
6. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
7. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
8. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
 - a. Expand Special Education webpage and SCCOE intranet to reach staff members.
 - b. Continue professional development newsletter
9. Continue PAR program which matches mentors with new teachers.
10. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
11. Provide Leadership Team with R/LA trainings or supplemental information during Leadership Team trainings.
12. Continue to develop and add motivations for staff to participate in professional development activities.
 - a. Continue Bonus Bucks program which allows staff to earn extra dollars for their programs/classes by attending relevant workshops.
 - b. Continue Buddy program which pairs experienced staff with new staff for collaborative support.
 - c. Provide stipends to master teachers who plan curriculum and implement professional development activities.
 - d. Expand the use of CEUs with the Human Resource Department.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
ESB Curriculum Specialists
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
R/LA Coordinator
Master Teachers
PAR Coordinator
PAR Consulting Teachers

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title 1, Part A	Professional Development	\$55,400
Title 1, Part D, Neglected/Delinquent	Professional Development	\$55,000

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

Alternative Schools Department :

ASD will continue to build a more collaborative, supportive, and professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies. ASD will continue to invite stakeholders to participate in District Advisory Committee (DAC), School Site Council (SSC) , District English Learner Advisory Committee (DELAC) , English Learner Advisory Committee (ELAC) AND participate in the Parent Engagement Advisory Team. There will continue to be a concerted effort to increase parent awareness and understanding of the academic content standards and student achievement results of CST, CAHSEE and CAPA.

Actions

1. Provide ongoing updates between school personnel and parents regarding behavior and academic progress at SSC, DAC, ELAC meetings
2. Provide timely communication on the explanation of the curriculum, academic assessment, and proficiency levels students are expected meet through newsletters, websites or mail
3. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools’ performance and school improvement process.

4. Provide quarterly progress reports to parents about progress on curricular goals and conduct an annual student SSP meetings
5. Provide parents with access to the Alternative School Department's School Accountability Report Card (SARC) and ensure hard copy availability at each site
6. Ensure that all essential parental documents/notices are translated in English/Spanish at all sites
7. Encourage parents to participate on committees such as:
 - a. The District Advisory Committee (DAC)
 - b. School Site Council (SSC) Meetings
 - c. English Learner Advisory Committee (ELAC) Meetings
 - d. Parent Engagement Advisory Team
8. Provide educational opportunities on parent education topics, how to become active participants of their child's academic success per school site involvement policies (i.e. Parent Engagement Advisory Team) and the parent's responsibility to support their child's learning
9. Continue to encourage parents and families to be active partners by attending parent education workshops, the county-wide events and other school sponsored activities
10. Build partnerships with community-based organizations (e.g., The Parent Project) and other agencies

Special Education Department:

As an IEP/IFSP team member, each parent/guardian participates in the development of annual academic, behavioral and social goals for the student.

Actions

1. Continue to build a more collaborative, supportive, professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies.
2. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP/IFSP goals at IEP/IFSP meetings and with quarterly reports.
3. Inform parents about progress on curricular goals at annual student IEP/IFSP meetings and in the quarterly progress communications.
4. Provide parents with access to the Special Education Department's School Accountability Report Card (SARC) which reports annual department progress.
5. Translate more school documents/parental notices into other languages.
6. Continue to encourage parents and families to stay informed by attending events such as parent education workshops, the county-wide "Transition Fair" which highlights local support agencies, Open Houses at sites, holiday events and all-school theme/activity days.
7. Invite parents to participate on committees such as:
 - a. The Community Advisory Committee in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters.
 - b. School Site Council Meetings
8. Continue strong alliances with community organizations and agencies (Department of Rehabilitation, First 5, County Mental Health, San Andreas Regional Center)
9. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.
10. Increase the number of school documents and correspondence in languages other than English.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Counselors
Teachers
Categorical Coordinator

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Parent Education	\$13,547
Title I, Part D, Neglected/Delinquent	Parent Education	\$ 8,000
Title I, Part A	Parent Communication	\$ 4,800

7. Auxiliary services for students and parents (including transition from infant programs, preschool, elementary, and middle school, high school and post-secondary):

Alternative Schools Department:

Alternative Schools Department has an established history of coordination of auxiliary services with key stakeholders (career and life skills education). ASD will continue to offer CAHSEE intervention and preparation courses for post seniors. Seniors that have left an SCCOE program and have not passed the CAHSEE will be notified by mail that additional intervention courses are available to them.

Actions

1. Continue to follow all Valenzuela Act guidelines
2. Continue to encourage parents and families to be active partners by attending parent education workshops, county-wide events and other school sponsored activities
3. Build partnerships with community- based organizations (e.g. The Parent Project) and other agencies to assist in the transition process

Special Education Department:

The Department of Special Education has a long history of career education, life skills education and programs for successful transition to the adult world. A variety of collaboration strategies are used by program staff to help parents/families to be actively involved in their child’s transition planning.

Actions

1. Continue collaboration with parents and IEP/IFSP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school programs, middle school to high school programs and high school to post secondary programs and the world of work.
2. Continue to support community-based education allowing students to learn beyond the classroom.
3. Continue to develop by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents and the student that plans for graduation and transition to the adult world including college, community and work environments.
4. Continue the Workability I Project which provides valuable work experience training, career path choices, and opportunities for students to expand their community involvement.
5. Continue collaboration with other outside agencies such as Department of Rehabilitation, San Andreas Regional Center and Department of Social Services which help provide families/students with the support they need for transitions to adult life.
6. Continue collaboration with local business employers and other community partners to provide work experience.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Counselors

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Workability Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	CAHSEE Prep	\$2,000
Title I, Part A	Workability	\$6,800
Title I, Part D, Neglected/Delinquent	CAHSEE/GED Prep	\$5,200

8. Monitoring program effectiveness:

Alternative Schools Department:

To ensure effective implementation of the core curriculum, data-driven instruction, and on-going professional development, ASD will develop monitoring tools. Utilizing a cycle of inquiry, ASD will establish and implement Professional Learning Communities (PLC) in the 2010-2011 school-year and beyond.

Actions

1. Ensure that teachers meet collaboratively by subject area bi-monthly utilizing a PLC structure regarding the ELA/RLA curriculum and curriculum-embedded assessment data for the purpose of planning and guiding instruction.
2. Develop and implement a protocol to monitor the bi-monthly collaborative meetings and to review the minutes and agendas
3. Develop and implement a protocol to monitor the use of the ELA/ RLA core curriculum materials and instructional strategies such as walk-through observations, lesson plan reviews ,etc
4. Develop and implement a protocol to assess and monitor newly implemented instructional strategies and their effectiveness on student achievement
5. Develop and implement a protocol to ensure that professional development activities are meaningful and relevant to all and are fully implemented into classroom practice
6. Monitor the quality of instruction through use of teacher evaluation and reflection (California Standards for the Teaching Profession)

Special Education Department:**Actions**

1. Ensure that teachers meet collaboratively by grade level or job-alike groups quarterly regarding the R/LA curriculum and curriculum-embedded assessment data for the purpose of planning and guiding instruction.
2. Develop and implement a protocol for special education department to monitor the collaborative grade level/job-alike meetings that will minimally require the collection and review of minutes and agendas from those meetings.
3. Develop and implement a protocol to track whether teachers are systematically using their R/LA core curriculum materials and instructional strategies such as walk-through observations, lesson plan reviews etc.
4. Develop and implement a protocol to assess and monitor newly implemented instructional strategies and their effectiveness on student achievement.
5. Develop and implement a protocol to ensure that professional development activities are transferred into classroom practice.
6. Train staff on interpretation of DRDP Access (for 0-5 year olds), CST, CAPA and CAHSEE scores.
7. Inform staff, students and families on the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.

People Assigned**Alternative Schools Department:**

Director, Alternative Education
Principals
ESD Assessment & Evaluation
Teachers

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
General Fund	School Plan	\$ 5,200
Title I, Part A	Professional Development	\$22,400
Title I, Part D, Neglected/Delinquent	Professional Development	\$ 2,400

9. Targeting services and programs to lowest-performing student groups:

Alternative Schools Department:

Standardized test results show that the majority of students fall into the below basic to far below basic categories in ELA/RLA. Scaffolding strategies will be utilized to ensure Universal Access to grade level standards.

ASD will continue to utilize standard-based measures and specialized curriculum for use with an at-risk population with struggling readers. Paraprofessionals will support reading intervention for identified students.

PBIS will be utilized to ensure access to core curriculum and supplemental and intervention programs.

Per Program Improvement status, Supplemental Educational Services (SES) will be made available to eligible students.

Extended day classes will provide instruction in ELA/RLA and. Special activities may be offered after school hours, including use of a tutoring and other options.

Actions

1. Continue to identify underperforming students to provide targeted instruction for all students through a Cycle of Inquiry process (PLC).
2. Train staff on analysis of summative assessment results (CST, CAPA and CAHSEE) and on analysis of common formative assessment results
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
4. Provide paraprofessionals training in reading intervention strategies for targeted students
5. Implement research-based intervention programs and student use of educational software, including Lexia, My Access, and Edge for Reading Intervention to supplement student instruction in reading.

Special Education Department:

All 3 to 22 year old students arrive to the SCCOE special education department with an active Individualized Education Program written by their home districts. The SCCOE assesses and completes the IFSPs for all children ages 0-3 years. Therefore, all of the students are high priority and lowest performing students as they receive special instruction in the core curriculum areas.

Actions

1. Besides providing access to the core curriculum, the Special Education Department ensures that each student receives additional individual services according to their IEPs/IFSPs such as:
 - a. Speech/language therapy
 - b. Audiology services
 - c. Vision and mobility services
 - d. Occupational therapy
 - e. Physical therapy
 - f. Specialized health services
 - g. Adaptive physical education
 - h. Counseling
 - i. Positive behavior planning and social skills training
 - j. English Learner services for the students identified as EL.
2. Continue to provide small class sizes for preschool through secondary students
3. Continue to provide small teacher/adult to student ratio
4. Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student

People Assigned**Alternative Schools Department:**

Director, Alternative Education
 Principals
 Teachers

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Certificated/Licensed Staff
 Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Supplemental Educational Services	\$433,595

10. Any additional services tied to student academic needs:**Alternative Schools Department :**

Due to PI status, SES services will be made available to students.

Actions

1. Continue to monitor the collection of data from students receiving SES services, where applicable, evaluate pre- and post test data for all students and analyze state and local assessment results at staff meetings and focus groups.

Special Education Department:

Actions

1. Psychologists are available and work with the IEP/IFSP teams in the testing and evaluation of students.
2. Teacher and principal work with the SCCOE staff and other district staff to ensure that students who are eligible for a high school diploma are on track for graduation.
3. Service providers work with students whose needs qualify them for additional DIS services. These include any of the below services as needed by the student and based upon qualification.
 - a. Audiologists
 - b. Nurses
 - c. Occupational/Physical Therapists
 - d. Speech Language Pathologists
 - e. Adaptive Physical Education Specialists
 - f. Orientation/Mobility Specialists
 - g. Work-ability coaches work with post secondary students for on-the-job training
 - h. Counselors/Therapists
 - i. Behavior Specialists

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Categorical Programs Coordinator

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Certificated/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$4,400
Title I, Part D, Neglected/Delinquent	Professional Development	\$4,400

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

Planned Improvement in Student Performance in Mathematics

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

1. Alignment of instruction with content standards:

Alternative Schools Department:

Alternative Schools Department (ASD) Mathematics programs will continue to be aligned to the California content standards. The Curriculum and Instruction committees, the Course of Study Committee and the Western Association of Schools and Colleges (WASC) team in collaboration with Educational Services Branch (ESB) staff will continue to provide access to state adopted textbooks and supplemental curriculum. ASD will continue to collaborate with ESB Curriculum and Instruction department and will provide professional development in math content and pedagogy to support coherent implementation. ESB Accountability and Assessment department will provide support in the analysis of the CAHSEE, CST, and local assessments to drive math instruction and professional development opportunities.

The Math teacher leads from ASD and content experts from ESB will continue to provide guidance in content and instructional strategies for the full implementation of the core curriculum in Math classrooms.

Actions

1. Create a Mathematics Course of Study to support rigorous, standards based curriculum with identified essential standards with CAHSEE AND CST blueprint for 2010-11
2. Develop and implement Curriculum and Pacing Guides aligned with grade level standards as the primary resource in the implementation of standards-based instruction for 2010-11
3. Review and update the curriculum guides annually to incorporate materials that increase the comprehensiveness of the core curriculum
4. Continue to provide a high quality curriculum and instructional program by strengthening the delivery of Algebra and mathematics to produce mastery
5. Continue to develop and implement tiered diagnostic assessment in 2010-2011 school year
6. Develop formative and summative standards-based assessment of CAHSEE AND CST standards to monitor student achievement, adjust instruction and evaluate the effectiveness of mathematics program

Special Education Department:

The instructional program for Special Education is based on the core curriculum of the State Academic Standards and the Individual Education Plan (IEP) for each preschool-12th grade student or Individual Family Service Plan (IFSP) for 0-3 year olds. An IEP/IFSP team for each student (consisting of the

student, parent/guardian, teacher, administrator and other staff professionals) guides the curriculum focus so that each student has the most appropriate access to the core curriculum. Access to the core curriculum is through various means including state-adopted textbooks, approved supplementary instructional materials, adapted equipment, computer software, and/or augmentative/alternative communication devices/assistive technology (AAC/AT).

Actions

1. Provide teachers with the appropriate California standards document according to their student age levels
 - a. 0-3 years: California Infant/Toddler Learning and Development Foundations
 - b. 3-5 years: California Preschool Learning Foundations
 - c. K-12: Mathematics Framework for California Public Schools
2. Provide teachers with the core curriculum and supplementary materials in Mathematics that are adopted by the host district for each special education class. For students attending programs on district sites, students have access to the same textbooks that the non-disabled peers use.
3. Provide mathematics materials for 0-5 year programs.
4. Provide teachers who work with students with severe cognitive delays with copies of the “Special Education Alternate Curriculum for Students with Moderate to Severe Disabilities”. Use of this curriculum is determined by each student’s IEP team. This curriculum was developed by the Special Education Administrators of County Offices in 2008 and ensures access to Reading/Language Arts, English Language Development, Mathematics, History-Social Science, Science, Visual and Performing Arts, and Health/Physical Education.
5. Continue to provide a continuum of locally and SBE-adopted Mathematics materials, to students with disabilities, as identified in IEP goals.
 - a. Purchase supplemental core curriculum materials to increase access for special education students
 - b. Purchase intervention materials.
6. Through the Mathematics Curriculum Committee, identify and approve supplemental core materials and intervention materials, to provide continuity between programs.
7. Purchase approved supplemental materials and intervention materials as needed.
8. Purchase adaptive core curriculum materials, supplementary materials, and interventions for students with vision, hearing or orthopedic impairments through the California Low-Incidence Program.
9. Encourage staff to visit the SCCOE Resource Center which offers a professional library, Learning Resource Display Center, an Instructional Materials Resource Center, and a Grant Resource Center. Staff can review best practices, review and borrow newly-adopted textbooks, make instructional materials on site, or seek grant information.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
C&I Coordinators

Special Education Department:

Director, Special Education

Principals
 Manager, Special Education
 Mathematics Coordinator
 Administrative Designee, Special Projects
 Master Teachers
 Curriculum Committee

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Curriculum Dev. & Alignment	\$ 28,200
Title I, Part D, Neglected/Delinquent	Curriculum Dev. & Alignment	\$ 11,800

2. Use of standards-aligned instructional materials and strategies:

Alternative Schools Department:

ASD will align Math courses to content standards and daily required minutes for full implementation on a daily basis. Standards aligned instructional materials will be outlined in the new Curriculum and Pacing Guides for implementation in 2010-11 school year. Professional development will be provided to give additional guidance to the staff on researched-based best instructional practices to implement standards-based curriculum.

Instructional and student engagement strategies will include, but are not limited to:

10. Checking for understanding
11. Differentiation and modifying and adjusting lessons
12. Providing frequent verbal and non verbal responses
13. Using a variety of instructional groupings during instruction
14. Use of study guides found in AGS support materials
15. Use of academic language
16. PBIS (Positive Behavior Intervention System)
17. Assessment for Learning

Actions:

1. Identify and recommend supplemental and intervention materials for district adoption
2. Use appropriate criteria to identify and address the needs of students at the benchmark, strategic, and intervention levels
3. Review of all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the California Framework for Math :
 - i. Grades 7-8: 60 minutes core; 30 minutes intervention
 - ii. Grades 9-12 (Plus Post Senior): 1 to 2.0 hours daily
4. Train teachers on the use of standards-aligned curriculum and supplemental Mathematics materials.
5. Develop and administer common tiered diagnostic assessments
6. Train staff on analysis of summative assessment results (CST, CAPA and CAHSEE) and on analysis of formative assessment results from common assessments

7. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
8. Provide time and structure for collaborative curriculum committees to share curricular materials and instructional approaches.
9. Provide paraprofessionals training in math intervention strategies for targeted students
10. Provide collaborative meeting time to focus on the following:
 - e. Implementation of the standards driven curriculum and intervention programs
 - f. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population.
 - g. Sharing of curricular materials and instructional approaches.
 - h. Analysis of student work samples to ensure that students are mastering grade level standards

Special Education Department:

Actions

1. Strengthen the content and consistency of delivery of Mathematics instruction between similar programs and classrooms using SCCOE Mathematics coordinators, Administrative Designee, Special Projects and special education master teachers.
2. Develop a list of district-approved supplemental materials
3. Develop a list of district-approved Mathematics intervention materials
4. Review all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the California Framework for Mathematics (minimum of 50 to 60 minutes daily)
5. Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 Teachers
 ESB Curriculum Specialists

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Mathematics Coordinator
 Administrative Designee, Special Projects
 Master Teachers
 Curriculum Committee

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part D, Neglected/Delinquent	Math Intervention Materials	\$ 75,000
Title I, Part A	Professional Development	\$ 20,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$ 20,000

3. Extended learning time:

Alternative Schools Department:

All strategic, intensive, and intervention students, including English Learners will receive math and/or ELD intervention and instruction during the school day. In addition, students may be offered after school intervention. Intensive students will use SBE approved intervention materials.

Due to PI Status, Supplemental Educational Services (SES) will be made available to students and parents. Extended day classes will provide instruction in math as well as providing on-line programs.

Actions

1. Continue to monitor student academic growth and school efforts for all students, and continue to monitor academic and ELD for the EL subgroup
2. Research and contact SES providers, organize and hold SES fairs, mail informational letters to parents regarding SES, and create and maintain partnerships with Community Based Organizations(CBOs)
3. Identify and acquire curricular materials, educational software, and technologies to be used in the program
4. Explore on-line opportunities for intervention and credit recovery to be used after school

Special Education Department:

At least once a year, each student's IEP/IFSP team meets to decide if the student is eligible to receive extended learning through the extended school year program.

Actions

1. Continue to offer extended school year services for eligible students as written in their IEPs.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Tutoring	\$10,000
Title I, Part D, Neglected/Delinquent	Extra Hours	\$40,000

4. Increased access to technology:

Alternative Schools Department

ASD will continue to research the latest technology available to enhance student learning. There will be continued focus on equipping and utilizing technology to enhance student learning.

Actions

1. Implement research-based intervention programs and student use of educational software (i.e., Mind Institute Math and ALEKS to supplement student instruction in math).
2. Continue to research and implement assessment tools
3. Purchase additional classroom computers and software for access to the core and supplemental curriculum.
4. Continue to expand internet service, including wireless access, to all classrooms for instructional purposes

Special Education Department:

Actions

1. Purchase additional classroom computers, software, and adaptive equipment as required by student IEPs/IFSP for access to the core curriculum.
2. Implement research-based software to supplement student instruction in Mathematics using technology as the primary tool.
3. During 2009-2010, add one new computer to each classroom for student use.
4. Continue to expand internet service to all classrooms for instructional purposes.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Instructional Technology Branch
Teachers

Special Education Department:

Manager, Special Education
Director, Special Education

Principals
Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Purchase of ed. hardware & software	\$100,000
Title I, Part D, Neglected/Delinquent	Purchase of ed. hardware & software	\$160,000

5. Staff development and professional collaboration aligned with standards-based instructional materials:

Alternative Schools Department:

In collaboration with Educational Services, ASD will plan and implement high quality professional development that is aligned with state standards and areas of teacher identified needs. The department professional development plan will guide staff in implementing research-based best practices for delivering a consistent and coherent core curriculum focusing on the:

- Math framework
- Adopted core curriculum materials including supplementary and intervention materials

Information will be shared with staff via the following means: conferences, content specific staff development, and bi-monthly collaboration meetings.

New teachers will participate in BTSA, and all teachers will have the opportunity to participate in the PAR program to further develop mastery of curriculum and assessments of state content standards.

Actions

1. Provide intensive professional development that is ongoing, job-embedded and systematic
2. Provide monthly collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity and coherence between sites
3. Encourage staff to attend instructional materials trainings on the core curriculum with a focus on intensive intervention strategies for our targeted student population
4. Investigate new methods of delivering professional development such as web-based videotaping presentations, surveys, etc.
5. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
 - a. Expand ASD webpage and SCCOE intranet to reach staff members.
 - b. Newsletters and other important updates
6. Continue PAR program which provides support for teachers who need it
7. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
8. Continue to develop and add motivations for staff to participate in professional development activities

- a. Complete the Instructional Materials Training for Math, Intervention
9. Implement a Positive Behavioral Intervention System(PBIS) in the 2010-11school year

Special Education Department:

Actions

1. In collaboration with the Instructional Services department and master special education staff, plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
 - a. Mathematics framework
 - b. Adopted core curriculum materials including supplementary and intervention materials
 - c. Modifications and adaptations
 - d. Assessments
2. Provide collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.
3. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator.
4. Encourage staff to attend SB 472 trainings on the core curriculum of their host district.
5. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
6. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
7. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
8. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
 - a. Expand Special Education webpage and SCCOE intranet to reach staff members.
 - b. Continue professional development newsletter
9. Continue PAR program which matches mentors with new teachers.
10. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
11. Leadership Team will attend Mathematics trainings with their staff or receive information during Leadership Team trainings.
12. Continue to develop and add motivations for staff to participate in professional development activities
 - a. Continue Bonus Bucks program which allows staff to earn extra dollars for their programs/classes by attending relevant workshops.
 - b. Continue Buddy program which pairs experienced staff with new staff for collaborative support.
 - c. Provide stipends to master teachers who plan curriculum and implement professional development activities.
 - d. Expand the use of CEUs with the Human Resource Department.

People Assigned

Alternative Schools Department:

Director, Alternative Education

Principals

Teachers

ESB Curriculum Specialists

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Mathematics Coordinator
Administrative Designee, Special Projects
Master Teachers
PAR Coordinators
PAR Consulting Teachers

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title 1, Part A	Professional Development	\$55,400
Title 1, Part D, Neglected/Delinquent	Professional Development	\$55,000

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

Alternative Schools Department:

Alternative Schools Department will continue to invite stakeholders to attend the focus group meetings, School Site Council (SSC) , District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings. There will continue to be a concerted effort to increase parent awareness of Back-to-School/Open House/student achievement

Actions

1. Continue to build a more collaborative, supportive, professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies.
2. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on SSP goals with quarterly reports.
3. Inform parents about progress on curricular goals at annual student SSP meetings and in the quarterly progress communications.
4. Provide parents with access to the Alternative School Department’s School Accountability Report Card (SARC) which reports annual department progress.
5. Translate more parental documents/notices into languages represented by student populations
6. Continue to encourage parents and families to be active partners by attending parent education workshops, the county-wide events and other school sponsored activities.
7. Invite parent to participate on committees such as: The District Advisory Committee
 - a. School Site Council (SSC) Meetings
 - b. English Learner Advisory Committee (ELAC) Meetings
8. Continue strong alliances with community organizations and agencies

9. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.
10. Increase the number of school documents and correspondence in languages represented by student populations

Special Education Department:

As an IEP/IFSP team member, each parent/guardian participates in the development of annual academic, behavioral and social goals for the student.

Actions

1. Continue to build a more collaborative, supportive, professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies. .
2. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP/IFSP goals at IEP/IFSP meetings and with quarterly reports.
3. Inform parents about progress on curricular goals at annual student IEP/IFSP meetings and in the quarterly progress communications.
4. Provide parents with access to the Special Education Department's School Accountability Report Card (SARC) which reports annual department progress.
5. Translate more school documents/parental notices into other languages.
6. Continue to encourage parents and families to stay informed by attending events such as parent education workshops, the county-wide "Transition Fair" which highlights local support agencies, Open Houses at sites, holiday events and all-school theme/activity days.
7. Invite parents to participate on committees such as:
 - a. The Community Advisory Committee in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters.
 - b. School Site Council Meetings
8. Continue strong alliances with community organizations and agencies (Department of Rehabilitation, First 5, County Mental Health, San Andreas Regional Center)
9. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 Teachers
 Counselors

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	CAHSEE Prep	\$ 15,000
Title I, Part A	Workability	\$ 11,547
Title I, Part D, Neglected/Delinquent	CAHSEE/GED Prep	\$ 15,200

7. Auxiliary services for students and parents (including transition from infant programs, preschool, elementary, and middle school, high school and post-secondary):

Alternative Schools Department

ASD will continue to build a more collaborative, supportive, and professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies. ASD will continue to invite stakeholders to participate in District Advisory Committee (DAC), School Site Council (SSC) , District English Learner Advisory Committee (DELAC) , English Learner Advisory Committee (ELAC) and participate in the Parent Engagement Advisory Team. There will continue to be a concerted effort to increase parent awareness and understanding of the academic content standards and student achievement results of CST, CAHSEE and CAPA.

Actions

1. Provide ongoing updates between school personnel and parents regarding behavior and academic progress at SSC, DAC, ELAC meetings
2. Provide timely communication on the explanation of the curriculum, academic assessment, and proficiency levels students are expected meet through newsletters, websites or mail
3. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.
4. Provide quarterly progress reports to parents about progress on curricular goals and conduct an annual student SSP meetings
5. Provide parents with access to the Alternative School Department's School Accountability Report Card (SARC) and ensure hard copy availability at each site
6. Ensure that all essential parental documents/notices are translated in English/Spanish at all sites
7. Encourage parents to participate on committees such as:
 - a. The District Advisory Committee (DAC)
 - b. School Site Council (SSC) Meetings
 - c. English Learner Advisory Committee (ELAC) Meetings
 - d. Parent Engagement Advisory Team
8. Provide educational opportunities on parent education topics, how to become active participants in their child's academic success per school site involvement plans (i.e. Parent Engagement Advisory Team) and the parent's responsibility to support their child's learning
9. Continue to encourage parents and families to be active partners by attending parent education workshops, county-wide events and other school sponsored activities
10. Build partnerships with community-based organizations (e.g., The Parent Project) and other agencies

11. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus

Special Education Department:

The Department of Special Education has a long history of career education, life skills education and programs for successful transition to the adult world. A variety of collaboration strategies are used by program staff to help parents/families to be actively involved in their child’s transition planning.

Actions

1. Continue collaboration with parents and IEP/IFSP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school programs, middle school to high school programs and high school to Post Senior programs and the world of work.
2. Continue to support community-based education allowing students to learn beyond the classroom.
3. Develop by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents and the student that plans for graduation and transition to the adult world including college, community and work environments.
4. Continue the Workability I Project which provides valuable work experience training, career path choices, and opportunities for students to expand their community involvement.
5. Continue collaboration with other outside agencies such as Department of Rehabilitation, San Andreas Regional Center and Department of Social Services which help provide families/students with the support they need for transitions to adult life.
6. Continue collaboration with local business employers and other community partners to provide work experience.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Counselors

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Workability Staff
Counselor/Therapist

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	CAHSEE Prep	\$2,000
Title I, Part A	Workability	\$6,800

Title I, Part D, Neglected/Delinquent	CAHSEE/GED Prep	\$5,200
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8. Monitoring program effectiveness:

Alternative Schools Department:

To ensure effective implementation of the core curriculum, data-driven instruction, and on-going professional development, ASD will develop monitoring tools. Utilizing a cycle of inquiry, ASD will establish and implement Professional Learning Communities (PLC) in the 2010-2011 school-year and beyond.

Actions

1. Ensure that teachers meet collaboratively by subject area bi-monthly utilizing a PLC structure regarding the math curriculum and curriculum-embedded assessment data for the purpose of planning and guiding instruction.
2. Develop and implement a protocol to monitor the bi-monthly collaborative meetings and to review the minutes and agendas.
3. Develop and implement a protocol a protocol to monitor the use of the Mathematics core curriculum materials and instructional strategies such as walk-through observations, lesson plan reviews ,etc
4. Develop and implement a protocol to assess and monitor newly implemented instructional strategies and their effectiveness on student achievement
5. Develop and implement a protocol to ensure that professional development activities are meaningful and relevant to all and are fully implemented into classroom practice
6. Monitor the quality of instruction through use of teacher evaluation and reflection (California Standards for the Teaching Professions)

Special Education Department:

Actions

1. Ensure that teachers meet collaboratively by grade level or job-alike groups quarterly regarding the Mathematics curriculum and curriculum-embedded assessment data for the purpose of planning and guiding instruction.
2. Develop and implement a protocol for special education departments to monitor the collaborative grade level/job-alike meetings that will minimally require the collection and review of minutes and agendas from those meetings.
3. Develop and implement a protocol to track whether teachers are systematically using their Mathematics core curriculum materials and instructional strategies such as walk-through observations, lesson plan reviews etc.
4. Develop and implement a protocol to assess and monitor newly implemented instructional strategies and their effectiveness on student achievement.
5. Develop and implement a protocol to ensure that professional development activities are transferred into classroom practice.
6. Train staff on interpretation of DRDP Access (for 0-5 year olds), CST, CAPA, and CAHSEE scores.

7. Inform staff, students and families on the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.

Delete 8 & 9 below

People Assigned

Alternative Schools Department:

Director of Alternative Education
 Principals
 ESD Assessment & Evaluation
 Teachers

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30/2014

FUNDING SOURCE	DESCRIPTION	COST
General Fund	School Plan	\$5,200
Title I, Part A	Professional Development	\$2,400
Title I, Part D, Neglected/Delinquent	Professional Development	\$2,400

9. Targeting services and programs to lowest-performing student groups:

Alternative Schools Department:

Standardized test results show that the majority of students fall into the below basic to far below basic categories in math. Scaffolding strategies will be utilized to ensure Universal Access to grade level standards.

ASD will continue to utilize Standard-based measures and specialized curriculum for use with at-risk population with struggling students. Paraprofessionals will support Mathematics intervention for identified students.

PBIS will be utilized to ensure access to core curriculum and supplemental and intervention programs.

Per Program Improvement status, Supplemental Educational Services (SES) will be made available to eligible students.

Extended day classes will provide instruction in math and mathematics. Special activities may be offered after-school hours, including use of a tutor and other options.

Actions

1. Continue to identify underperforming students to provide targeted instruction for all students through a Cycle of Inquiry process (PLC).
2. Train staff on analysis of summative assessment results (CST, CAPA and CAHSEE) and on analysis of common formative assessment results
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
4. Provide paraprofessionals training in math intervention strategies for targeted students
5. Implement research-based intervention programs and student use of educational software including ALEKS and Mind Institute Math

Special Education Department:

All 3 to 22 year old students arrive to the SCCOE special education department with an active Individualized Education Program written by their home districts. The SCCOE assesses and completes the IFSPs for all children ages 0-3 years. Therefore, all of the students are high priority and lowest performing students as they receive special instruction in the core curriculum areas.

1. Besides providing access to the core curriculum, the Special Education Department ensures that each student receives additional individual services according to their IEPs/IFSPs such as:
 - a. Speech/language therapy
 - b. Audiology services
 - c. Vision and mobility services
 - d. Occupational therapy
 - e. Physical therapy
 - f. Specialized health services
 - g. Adaptive physical education
 - h. Counseling
 - i. Positive behavior planning and social skills training
 - j. English Learner services for students identified as EL
2. Continue to provide small class sizes for preschool through secondary students
3. Continue to provide small teacher/adult to student ratio
Delete the following: Each class has one teacher and 1or 2 educational assistants
4. Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Certificated/Licensed Staff
Counselor/Therapist

Behavior Specialist

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Supplemental Educational Services	\$433,595

10. **Any additional services tied to student academic needs:**

Alternative Schools Department:

Due to PI status, SES services will be made available to students.

Actions

1. Continue to monitor the collection of data from students receiving SES services, where applicable, evaluate pre- and post test data for all students and analyze state and local assessment results at staff meetings and focus groups.

Special Education Department:

Actions

1. Psychologists are available and work with the IEP/IFSP teams in the testing and evaluation of students.
2. Teacher and principal work with the SCCOE staff and other district staff to ensure that students who are eligible for a high school diploma are on track for graduation.
3. Service providers work with students whose needs qualify them for additional DIS services. These include any of the below services as needed by the student and based upon qualification.
 - a. Audiologist
 - b. Nurse
 - c. Occupational/Physical Therapists
 - d. Speech Therapists
 - e. Adaptive Physical Education Specialists
 - f. Orientation/Mobility Specialists
 - g. Workability coaches who work with post secondary students for on-the-job training

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Categorical Program Coordinator

Special Education Department:

Director, Special Education

Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$21,400
Title I, Part D, Neglected/Delinquent	Professional Development	\$ 1,400

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 (III)

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

Required Activities:

1. (Per Sec. 3116(b) of NCLB, this Plan must include the
 - a. following:
 - b. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;
 - c. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;
 - d. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - e. Meeting the annual measurable achievement objectives described in Section 3122;
 - f. Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - g. Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 - h. Describe how the LEA will promote parental and community participation in LEP programs.

Alternative Schools Department & Special Education

The Alternative Schools and Special Education Departments, in collaboration with Coordinator of Multilingual Programs from the SCCOE Educational Services Department, have developed a master plan describing the English Learner (EL) program during the 2009-2010 school year. The “Santa Clara County

Office of Education Master Plan for Services to English Learners” is attached to this application. Implementation will begin after staff participates in appropriate professional development activities.

Twenty-nine percent (29%) of the students enrolled in the Alternative Schools Department qualify for English Learner (EL) services. Fifteen percent (15%) of the students who receive Special Education services also qualify for English Learner (EL) services. The plan for each EL student is to address all of the goals in his/her Individual Education Plan/Individual Family Service Plan/Individualized Learning Plan and to provide access to the California core curriculum and content standards. Communication and English Language Development is a focus for all of the students and these skills are emphasized in lessons for all of the core content areas. EL students are exposed to a wide variety of instructional strategies that will enable them to attain greater language proficiency.

Goals and progress will be determined by the Student Success Plans (SSP)/Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) when the annual meeting is held. Growth and support areas will be outlined by the team. EL students showed the most academic growth in 2009, with 52% scoring proficient/advanced in Reading/Language Arts; and 40% scoring proficient/advanced in Mathematics. Their API growth was 689 compared to all students API of 672. The LEA will continue to monitor progress through collaboration with the Alternative Schools administration and the Special Education administrative staff in addition to the district administrative staff.

Alternative Schools’ parents are involved in the education of their students through the development of a Student Success Plan (SSP) which is created at an initial -intake meeting. Special Education parents are involved through the development of the Individualized Educational Program/Individual Family Service Plan (IEP/IFSP) process. As an IEP team member, each parent/guardian participates in the development of annual academic, behavioral and linguistically appropriate goals for the student. Parents also receive quarterly communications (as frequently as the regular education students) regarding the student’s goal progress at the same time that the non-disabled peers are receiving their progress reports. Parents are welcomed to contact their teachers with concerns or information that may be important for the student to succeed. Parents are encouraged to stay informed by attending events such as workshops, Open Houses at sites, holiday events and all-school theme/activity days.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers
Categorical Program Coordinator

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$10,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$10,000

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)):

The effectiveness of the LEP programs will be determined by the increase in:

- a. English proficiency; and**
- b. Academic achievement in the core academic subjects**

Communication between parents and the Alternative Schools Department continues to be consistent and effective. A strong alliance with community organizations and agencies contributes to student achievement. Translation will be provided for all documents sent home and at all meetings. A phone communication system (Connect Ed) will be implemented in the spring of 2010.

All Alternative Schools have Advisory Committees that are integral to the governance of the school site. The schools with 21 or more English learners must establish an English Learner Advisory Committee (ELAC) and elect a representative to the District English Learner Advisory Committee (DELAC).

Parent participation is a crucial element to student success in school. We welcome our parents to come to all meetings and become active participants in the lives of their children. Some parent outreach efforts include (this list is not inclusive):

- 1. Whenever possible, translation is provided at school meetings
- 2. Schools meetings are held at convenient times and locations
- 3. When 15% or more of the school's students are speakers of the same language, the school notices are provided in the home language
- 4. Trainings on a variety of topics about parenting are provided

Alternative Schools Department & Special Education:

The LEA plan has specific areas of need to improve student achievement. These areas include: standards aligned literacy and intervention programs in reading and mathematics, refining/enhancing the existing assessment system to ensure that all assessment needs are being met, incorporating systematic writing instruction across programs, implementing state adopted English Learner program, providing targeted professional development to staff to support and strengthen their skills in implementing assessment and instructional programs targeted to meet EL students needs and ensure time and structure for collaboration for the purposes of data analysis, instructional planning and curriculum development. Research-based practices focus on four areas: Learning Environment, Planning, Applying Best Teaching and Learning Strategies, and Use Agreement for Differentiation (EL-13-1 SDAIE Strategies Summary Form). They are also aligned to CSTP elements which are expected of all California teachers.

The Special Education Department in collaboration with Multilingual Coordinator from the SCCOE Educational Services Department has developed a master plan describing the EL program during the 2009-2010 school year.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$24,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$24,000

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

Alternative Schools Department

In 2008-2009, there were 61 teachers/specialists who provided SDAIE (Specially Designed Academic Instruction in English), ELD (English Language Development) or primary language instruction to EL students.

Special Education

In 2008-2009, there were 157 teachers/specialists in Special Education who provided SDAIE (Specially Designed Academic Instruction in English), ELD (English Language Development) or primary language instruction to EL students.

The goals for both Departments are as follows:

1. In collaboration with the SCCOE Multilingual Program, continue to provide professional development that result in qualifying current and future personnel to provide appropriate instructional services to ELs.
2. In collaboration with Human Resources, ensure that all teachers who are assigned to teach EL students hold appropriate authorizations or are actively pursuing the appropriate authorization

3. Provide high-quality professional development for teachers, paraprofessionals and administrators in the following:
 - a. Federal and state requirements
 - b. SCCOE EL Master Plan
 - c. ELD and content instruction for English Learners
 - d. Implementation of the ELD curriculum and ELD Standards-Based Performance Indicators
 - e. Instructional strategies based on the ELD and SDAIE strategies summary forms
 - f. Analysis of English Learner achievement data
 - g. Discussions of EL concerns during monthly site staff meetings.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 Teachers

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$10,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$10,000

4. Upgrade program objectives and effective instruction strategies.

LEA has completed the 2010 EL Master Plan document “Santa Clara County Office of Education Master Plan for Services to English Learners” to upgrade program objectives and continuity of instructional strategies. Staff participation in appropriate professional development activities will be offered during the summer of 2010 and during 2010-11 school year.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title III, Limited English Proficient	Professional Development	\$47,500
Title I, Part D, Neglected/Delinquent	Professional Development	\$24,000

5. Provide

- a. Tutorials and academic or vocational education for LEP students; and
- b. Intensified instruction.

Alternative Schools Department

1. Lead teachers and ESB coordinators will work with ASD staff in supporting research based strategies with a focus on EL students.
2. Continue collaboration opportunities (meetings) to strengthen partnerships
3. Computers and computer labs are used on every campus. Students have supplemental curriculum and software programs such as Cyber High, Revolution, Rosetta Stone and Lexia.
4. Collaboration with the Arts Council of Silicon Valley has created and fostered arts and culture throughout the region.
5. Career Technical Education (construction, digital graphics) is integrated in the daily schedule and available on certain sites.
6. The Central County Occupational Center (CCOC) program provides valuable work experience training, career path choices, and opportunities for students to expand their community involvement.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$24,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$24,000

6. Develop and implement programs that are coordinated with other relevant programs and services.

Alternative Schools Department:

1. Other agencies collaborate with ASD to provide students with a multitude of opportunities (i.e., Arts Council of Silicon Valley, Sheriff Community Resource Officers, Mayor's Gang Prevention Task Force)
2. Student Success Plan based on assessment, transcript review, school records, and other student data is created for students with counselors and teaching staff upon enrollment into programs. Needed services (counseling, etc.) are addressed to help each student reach his/her academic goals
3. Standards aligned Character Based Literature (CBL) and Steck-Vaughn GED Prep curriculum addresses interest levels of students and helps to provide an credit recovery and access to the core curriculum
4. Cyber High and Aventa provide students with credit recovery options and graduation requirements
5. Rosetta Stone, Revolution and Lexia provide students with supplemental educational opportunities
6. Curriculum Coordinators from ESB support teachers in the implementation of state-adopted curriculum, training, and student support
7. Teachers implement strategies that are customized to meet the individual needs of the students

Special Education:

1. The plan for each EL student is to address all of the goals in his/her IEP and to provide access to the California core curriculum and content standards. Therefore, the staff focuses on behavioral, emotional, social, motor, health, communication as well as academic needs for each student.
2. Low-incidence funds can be used to purchase additional materials if necessary.
3. The IEP team works together to make sure the student receives any/all eligible services in the least restrictive environment.
4. EL Students may participate in the Workability I Program.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects

Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$2,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$2,000

7. Improve the English proficiency and academic achievement of LEP children.

Alternative Schools Department & Special Education:

Communication/language is a focus for all students, regardless of whether or not they are classified as ELs. Communication/language skills are emphasized in lessons for all core content areas. The goals for all students, including ELs, are developed by each student’s SSP/IEP/IFSP team.

In addition the Alternative Schools & Special Education Departments will:

1. Ensure the usage of research-based instructional delivery strategies that render content comprehensible to EL students
2. Provide teachers with a continuum of EL materials that support access to the core curriculum
3. Provide assessments for modifying instruction to ensure EL students make steady progress toward meeting standards in core academic areas.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$4,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$4,000

- 8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –**
- a. To improve English language skills of LEP children; and**
 - b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.**

Alternative Schools & Special Education:

1. All parents are encouraged to participate in the education of their students. Special Education EL parents are encouraged to attend their student’s IEP/IFSP meeting and request a translator to speak to the parent in his/her native language. Parent input and participation are REQUIRED at any initial intake to determine placement into any Alternative Schools Program. Input from Alternative Schools parents are solicited, and where appropriate and available, parents are invited to participate in the Student Success Plan.
2. As a member of the student’s IEP/IFSP team, parents are solicited for information regarding the student’s performance and are encouraged to notify the school of any changes.
3. Direct and regular contact between school personnel and parents regarding attendance and behavior continues to be a strong component.
4. DELAC and ELAC provide parents opportunity to learn more about the programs and services for ELs.
5. A strong alliance with community organizations and agencies contributes to student achievement.
6. The SCCOE library offers many parental resources.
7. Parents are encouraged to be a vital member in their child’s education by attending workshops, events at the student’s school site (PTA, Back to School, Open House, etc.) and attend meetings such as School Site Council (SSC), Community Advisory Committee (CAC).

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$10,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$10,000

9. **Improve the instruction of LEP children by providing for**
 - a. **The acquisition or development of educational technology or instructional materials**
 - b. **Access to, and participation in, electronic networks for materials, training, and communication; and**
 - c. **Incorporation of the above resources into curricula and programs.**

Alternative Schools Department:

Selections of district adopted/standards aligned textbooks and instructional materials are based upon each student's learning abilities as identified during their meeting with counselors and teaching staff and the Student Success Plan is developed. Students that are identified as EL students will be provided instruction using the state adopted program Edge. This program will district adopted in 20010-11 and will be available all ASD sites by end of 2011 school year.

Additionally

1. Technological access tools and program (i.e. Lexia Reading) have been adopted and implemented to meet identified student needs while ensuring access to the core curriculum
2. Each ASD site has a computer lab and will be acquiring wireless internet access.
3. Students can use additional software purchased to enhance their own learning.(i.e. Rosette Stone)

Special Education:

Selections of state-adopted textbooks and instructional materials are based upon each student's learning, processing and physical abilities, and guided by the IEP/IFSP. Students have access to current textbooks and other instructional materials in each core curriculum area. For students attending programs on district sites, students have access to the same textbooks that the non-disabled peers use. SCCOE teachers collaborate with the district staff to select the same publishers and insure that they are on the same curriculum framework cycle as the host district. During the 2008-09 year, there were 369 computers available to students or used by staff for instructional activities; approximately 1 computer for every 3.6 students. Also, 183 classrooms had internet access. For the 2009-10 year, an additional computer was purchased for each classroom and all of the classrooms will have wireless internet access.

1. Additional EL instructional materials will be purchased as requested by teachers.
2. Technological access tools and programs (i.e. Lexia Reading, BoardMaker and Edmark) have been adopted and implemented to meet identified student needs and ensure access to the core curriculum.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$10,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$10,000

10. Other activities consistent with Title III.

The LEA reclassifies pupils from EL to proficient in English by using a process and criteria. Students who are classified as English Language Learners will be redesignated as Redesignated Fluent English Proficient (RFEP) when they meet the criteria. Principals are responsible for monitoring RFEP students' progress for a minimum of two years. Student Assessment Technician/Staff will log programs using Reclassification Follow-Up Form (EL 7-3) and test scores will be available for review two times per year.

Monitoring and program implementation will occur on an on-going basis. Site Principals, Coordinator of Special Projects/Designated Administrator, Alternative Schools Department Director, Special Education Department Director and the Chief Schools Officer of the Student Services Branch will work independently and collaboratively to ensure that student needs are met and adjustments to the program are made as needed.

The program will be evaluated by the Chief Schools Officer, the Department Directors, the County Office of Education Coordinators of Categorical Programs and Multilingual Programs, and the Department teachers/staff assigned to the EL Program.

The evaluation team reviews materials for a November report and a March report and will share the results of these reports with The Department Leadership/Curriculum Committee. Recommendations will be made if needed to curriculum and instruction which will result in the highest rate of English language acquisition and academic success for each student.

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

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

Required Activity

1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
 - a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 - b. The child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
 - c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

- d. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
- g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- h. Information pertaining to parental rights that includes written guidance detailing –
 - i. The right that parents have to have their child immediately removed from such program upon their request; and
 - ii. The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
 - iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

The LEA has completed 2010 Master Plan document “Santa Clara County Office of Education Master Plan for Services to English Learners” and delineates parent information to be addressed during SSP/IEP/IFSP meetings.

All services and placements must be approved by the students’ parents/guardians in an SSP/IEP/IFSP team meeting. These meetings are scheduled at least annually and a parent may always request a meeting with the student’s SSP/IEP/IFSP team to amend services or deny the program.

Parents/guardians of ELs are notified of their child’s annual English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child’s English language proficiency assessment results (EC 52164.1©; 5 CCR), according to state and federal mandates.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education

Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$10,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$10,000

Plans to Provide Services to Immigrants
IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

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

Allowable Activities

1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:

Yes or No
 NO

2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:

Yes or No
 NO

3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

Yes or No
 NO

4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:

Yes or No
 NO

5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:

Yes or No
 NO

6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:

Yes or No

NO

7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:

Yes or No

NO

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

Summary of Needs and Strengths for Professional Development

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

Strengths

The Santa Clara County Office of Education offers Subject Matter Verification Process for Teachers working in a Special Setting (VPSS), which is a state-approved advanced certification process by which secondary teachers in “special settings” have an additional option to become compliant with No Child Left Behind legislation. Completion of VPSS will allow eligible teachers to become “Highly Qualified” Teachers (HQT). It incorporates specific subject matter knowledge with practical application targeted to hard-to-staff settings.

The percentage of teachers with full credentials has steadily increased as existing teachers complete HQT requirements. Teacher retention is at a high level and the majority of teachers are considered highly qualified.

ALTERNATIVE SCHOOLS CERTIFICATED STAFF:

1. There are currently sixty-two (62) teachers employed at SCCOE in the ASD. Of that number, thirty-seven (37) or 59.7% are considered highly qualified as identified by NCLB by both credential and assignment. Twenty-five (25) or 40.3% are not currently NCLB HQT based upon credentials and assignment. Sixty-one (61), 100%, certificated instructional staff members are fully credentialed including interns (4).
2. In order to achieve 100% NCLB HQT, SCCOE Human Resources continues to work with ASD principals to monitor certificated assignments so that the teachers’ credential(s) are appropriate for their assignments.

SPECIAL EDUCATION DEPARTMENT STAFF:

1. There are currently 194 certificated instructional staff members employed in the Special Education Department. Of that number, 150 are not required to be NCLB HQT due to assignments in severely disabled, preschool, early education or post secondary programs. Of the remaining 44, 43 are NCLB HQT based upon credential and/or assignment.
2. One hundred ninety-three (193) certificated instructional staff including 12 interns are fully credentialed (99%).
3. In 2009, 157 teachers provided Specially Designed Academic Instruction in English (SDAIE), English Language Development (ELD), or primary language instruction to English Language students.
4. Emphasis will continue to be placed on assisting teachers and/or interns becoming fully credentialed in special education and monitoring assignments for compliance based upon appropriate credentials.

Needs

ALTERNATIVE SCHOOLS CERTIFICATED STAFF:

There continues to be a need for all teachers to obtain Highly Qualified Teacher (HQT) status. Teachers that are not considered HQT within their assignments will have the option to participate in the Alternative Verification Process for Teachers working in a Special Setting (VPSS) classes to obtain HQT status in the core subject areas in which they teach. **Additionally, teachers may choose to pursue appropriate certification through CSET, subject-matter tests.**

SPECIAL EDUCATION DEPARTMENT STAFF:

The department has a need for all teachers to obtain HQT status. Secondary teachers who are not considered HQT within their assignments will have the appropriate subject matter credential or participate in the VPSS classes to obtain HQT status in the core subjects taught. Elementary teachers who teach core academic subjects need to have the Multiple Subjects Teaching credential or equivalent. The SCCOE Credential Services Department will monitor this process.

The department will support staff who seek additional authorizations/licenses:

- Speech/Language Pathologist License
- English Learner Authorization

Planned Improvements for Professional Development (Title II)

1. **How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:**

ALTERNATIVE SCHOOLS DEPARTMENT:

SCCOE will assist ASD teachers in becoming highly qualified in the core curricular areas by providing opportunities for professional development, leadership and analysis by Human Resources. **Teachers will participate in VPSS courses in the curricular areas of language arts, mathematics, science and social science.** Teachers will become highly qualified upon completion of these trainings.

Actions

1. In collaboration with the Educational Services Branch (ESB), the ASD administration and lead teachers will plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
 - a. District-adopted core curriculum program including standards aligned supplementary materials
 - b. Intervention programs and materials
 - c. Mathematics framework
 - d. Use and development of formative assessments
2. Provide collaboration time for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.
3. Provide training/professional development in the following areas:
 - a. Curriculum delivery
 - b. Instructional strategies
 - c. Assessment strategies
 - d. Classroom management strategies
 - e. Use of technology
 - f. Intensive intervention strategies
4. Train all staff in the analysis of CAHSEE and CST results (distribution of success across key areas)
5. Develop, implement, and assess Benchmark assessments
6. Continue to provide VPSS for teachers needing HQT status
7. Maximize the potential of AERIES student database at the staff level for immediate and on-demand input and sharing of all pertinent student demographic and educational data
8. Create protocols to ensure effective monthly collaboration meetings at the district and site levels
9. Collaborate with ESB staff in the implementation of district-adopted curriculum, training, and student support
10. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator
11. Encourage staff to attend instructional materials trainings on the core curriculum
12. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
13. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.

SPECIAL EDUCATION DEPARTMENT:

Actions

1. In collaboration with the Educational Services department and master special education staff, plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
 - a. Content frameworks
 - b. Adopted core curriculum materials including supplementary and intervention materials
 - c. Modifications and adaptations
 - d. Assessments
2. Provide collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs

3. Continue to provide training/professional development in the following areas: Structured Teaching, Treatment and Education of Autistic and Communication Handicapped Children (TEACCH), Professional Assault Crisis Training (Pro-ACT,) Positive Behavior Supports, Pragmatic Organization Dynamic Display (PODDS), Augmentative and Alternative Communication/Assistive Technology (AAC/AT), Dysphagia etc.
4. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator
5. Encourage staff to attend instructional materials trainings on the core curriculum of their host district
6. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
7. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Professional Development	\$20,000
Title I, Part D, Neglected/Delinquent	Professional Development	\$20,000

2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:

ALTERNATIVE SCHOOLS DEPARTMENT:

In an attempt to improve the academic achievement of at-risk and incarcerated youth, programs must be initiated within the classrooms that are based on intensive literacy instruction (Drakeford, 2002). These areas include: literacy and intervention programs in reading and mathematics, refining/enhancing the existing assessment system to ensure that all assessment needs are being met, incorporating systematic writing instruction across programs, and providing time and structure for collaboration of staff for the purposes of data analysis, instructional planning, and curriculum development. There is

evidence that at-risk and incarcerated students who have a history of school failure and illiteracy can make “significant achievement gains with intensive instruction in a short period of time” (Leone & Cutting, 2004, p.261). Strategies utilized to enhance instruction include:

1. Authentic assessments and nonfiction writing
2. Editing and rewriting
3. Marzano’s Nine Research Based Strategies (2001)
 - a. Identifying similarities and differences
 - b. Summarizing and note taking
 - c. Reinforcing effort and providing recognition
 - d. Homework and practice
 - e. Nonlinguistic representations
 - f. Cooperative learning
 - g. Setting objectives and providing feedback
 - h. Generating and testing hypothesis
 - i. Questions, cues, and advanced organizers
4. Vocabulary knowledge
5. Direct vocabulary instruction
6. Academic language

SCCOE will continue to research, schedule and provide professional development opportunities that increase alignment with all state standards and assessments to inform instruction.

SPECIAL EDUCATION DEPARTMENT:

Actions

1. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
2. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
3. Teachers of students enrolled in core subjects at the secondary level will receive training in Subject Matter Verification Process for Secondary Special Settings (VPSS) in order to become highly qualified in the core subjects they teach in their special day class assignments.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part D, Neglected/Delinquent	Intervention Materials	\$355,000

3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:

ALTERNATIVE SCHOOLS DEPARTMENT:

As SCCOE Alternative Education Department serves the most at- risk, learning and emotionally disabled, and academically challenged students in Santa Clara County, it must institute the most innovative, research-based practices to meet the needs of its students. Systematic changes in the instructional program will be required to accelerate student achievement. The classroom environment needs to be safe and secure and attend to the emotional and academic needs of students. The very best teachers need to be recruited and supported as they work with our students. In addition, the support and guidance of site and district-level leaders who have authority for monitoring instructional practice will be necessary, as well as greater support within the parent community of the schools they serve.

Actions

1. Teachers will encourage students to reach beyond their limitations and to take ownership in their own education by utilizing recognized strategies (outlined above in addition to others), Professional Development will continue to be provided to teachers in the areas of need, and especially in areas where new curriculum is implemented (CBL, Cyber High, Revolution, CAHSEE Prep, Lexia, etc.).
2. Train staff in the disaggregation of data will to allow for increased understanding of student performance and to identify gaps
3. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
4. Teachers at the secondary level will receive training in Subject Matter Verification Process for Secondary Special Settings (VPSS) in order to become highly qualified in the core subjects they teach

SPECIAL EDUCATION DEPARTMENT:

1. Teachers of special needs' students will participate in workshops and offerings that will enhance their instructional knowledge of the curricular and behavioral areas of need that will meet state and federal mandates.
2. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
3. Professional Development will be provided in the areas of identified need, based on teacher input.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Master teachers
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development	\$10,000

4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:

ALTERNATIVE SCHOOLS DEPARTMENT:

ASD will provide multiple opportunities to maximize resources offered by the SCCOE. The Curriculum & Instruction Department of ESB offers numerous opportunities for teachers to attend trainings to enhance their instructional knowledge and delivery of curriculum. Professional development will be offered in the areas of identified needs to address the curricular and behavioral areas and will meet state and federal mandates.

Actions

1. Require teachers to attend instructional materials trainings in their core subjects
2. Provide administrators with Administrator Training Program (ATP, formerly AB430) and practicum
3. Provide administrators and teachers with training on the implementation of EL programs and programs for students with disabilities

SPECIAL EDUCATION DEPARTMENT:

The Santa Clara Special Education Department will provide trainings that will engage and increase participants’ knowledge in the following areas: Reading/Language Arts, Mathematics, IEP Development, Behavior Support Plans, IDEA updates and legal information, Structured Teaching, TEACCH, Pro-ACT, PODDS, Augmentative/Alternative Communication (AAC), Dysphagia, etc.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education

Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development	\$4,000

5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:

ALTERNATIVE SCHOOLS DEPARTMENT:

The federal act requires that teachers have a bachelor’s degree, state certification, and demonstrated subject matter competence for each core subject they teach. California’s response to NCLB is teachers need to show they have competence in each core subject area taught by:

- 1) A CCTC approved subject matter program, 2) a major, 3) a major equivalent, 4) a graduate degree, 5) National Board Certification, and/or 6) complete the VPSS process.

The VPSS process will enable ASD teachers that are not HQT within their assigned areas an opportunity to become HQT. Teachers will be offered trainings to enhance their curricular and instructional knowledge in the core areas they teach. The credentialing & human resources department will assist teachers in determining which courses they need or what they will need to do to become HQT in their subject area(s).

Actions

1. Review NCLB HQT Compliance
2. Continue to offer Professional Development opportunities to teachers and administrators throughout the year, based on student data, staff needs, and other requests
3. Encourage teachers to attend Professional Development opportunities offered at the SCCOE on other topics presented throughout the year
4. Provide mentoring as part of the on-going teacher application of content standards to teaching and student learning wherein exemplary teachers are encouraged to assist new teachers via peer coaching opportunities

Additionally, other Professional Development activities will continue to be offered for teachers and administrators throughout the year, based on student data, staff needs and other requests. Teachers are also encouraged to attend Professional Development opportunities offered at SCCOE on other topics as presented throughout the year.

Mentoring is included as part of the on-going teacher application of content standards to teaching and student learning. Veteran teachers are encouraged to assist new teachers via peer coaching opportunities

Since most ASD sites are small, individual attention and assistance is easily offered and readily available to new teachers needing assistance by peers and the site principal. Mentoring is also provided to ASD principals by former administrators upon request.

SPECIAL EDUCATION DEPARTMENT:

1. Professional Development activities will continue to be offered for teachers and administrators at multiple times and at various locations throughout the year
2. Professional Development activities will be aligned to areas of program/teacher need as well as state standards and assessments

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development	\$10,000

- 6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:**

ALTERNATIVE SCHOOLS DEPARTMENT:

SCCOE will further the use of new technology in the classroom by acquiring new technology and provide ongoing training. SCCOE’s Instructional Technology Department offers numerous trainings throughout the year which are available to all staff to enhance and enrich the participant’s current understanding and practice of implementing technology within each classroom.

Actions

1. Encourage teachers and administrators to attend trainings offered by the Instructional Technology Department
2. Upgrade all classrooms to wireless internet capacity to expose students to a wider experience and to be able to access technology throughout their entire instructional day

All classrooms have been upgraded to wireless internet capacity, students are exposed to a wider experience and are able to access technology throughout their entire instructional day.

SPECIAL EDUCATION DEPARTMENT:

Actions

1. Encourage the use of new technology in the classroom to meet student goals in IEPs/IFSPS by acquiring additional technology and training educators in their use
2. Continue the Alternative-Augmentative Communication/Assistive Technology teams that assess and provide technology for student to access the core curriculum and meet the goals of their IEPs/IFSPs.
3. Upgrade all classrooms to wireless internet capacity to expose students to a wider experience and to be able to access technology throughout their entire instructional day
4. Encourage staff to participate in trainings offered through SCCOE’s Instructional Technology Department by signing up for workshops that further their skills.

People Assigned

Alternative Schools Department:

Director, Alternative Education
 Principals
 Teachers
 Instructional Technology Department

Special Education Department:

Director, Special Education
 Principals
 Manager, Special Education
 Administrative Designee, Special Projects
 Credentialed/licensed staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part D, Education Through Technology	Professional Development	\$3,574

7. **How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)**

ALTERNATIVE SCHOOLS DEPARTMENT:

Increased access to technology will be attained through the maintenance of existing technology and the ongoing purchase of additional hardware and software as needed.

Actions

1. Utilize data-based identified areas of need to plan and offer Professional Development
2. Encourage teachers and administrators to attend trainings offered by the Instructional Technology Department which are available to all staff members to attend which are developed to enhance and enrich the participant’s current understanding and practice of implementing technology within each classroom.
3. Establish a computer lab at each school site for student use as well as making available internet access in the classrooms
4. Implement Cyber safety instructions across the curriculum

SPECIAL EDUCATION DEPARTMENT:

1. Increase access to technology through the maintenance of existing technology and the ongoing purchase of additional hardware and software as needed for access to the core curriculum and meeting IEP/IFSP goals.
2. Provide training for the use of this technology that is ongoing, and based upon teacher-identified training needs
3. Encourage staff to attend training that is offered by the SCCOE Instructional Technology/TFL (Technology for Learning) department.
4. Implement Cyber safety instructions across the curriculum

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Manager, Special Education
Director, Special Education
Principals
Administrative Designee, Special Projects
Credentialed/licensed staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part D, Enhancing Education Through Technology	Hardware and Software	\$10,720

8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

ALTERNATIVE SCHOOLS DEPARTMENT:

A professional development team consisting of ASD administration and teachers will continue to meet monthly to discuss, determine, and plan all future professional development activities. State and federal mandates will be addresses and PD will be implemented to address these areas of need.

Numerous opportunities for input to the plan were presented to all stakeholders. All principals were given the plan and discussed the implementation of the plan with their staffs. Parents are encourage to attend and participate in DAC, SSC, and DELAC meetings where this plan has been discussed.

SPECIAL EDUCATION DEPARTMENT:

A professional development team consisting of the Special Education Department Administration and teachers will meet quarterly to discuss, identify, and plan all future professional development activities. State and federal mandates will be addressed and professional development and will be implemented to address these areas of need.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/licensed staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESRPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development	\$4,000

9. How the LEA will provide training to enable teachers to:

- a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
- c. Involve parents in their child’s education; and

- d. Understand and use data and assessments to improve classroom practice and student learning.

ALTERNATIVE SCHOOLS DEPARTMENT:

Actions

1. Continue to provide training in:
 - a. Reading/Language Arts
 - b. Mathematics
 - c. Positive behavior Supports
 - d. Professional Assault Crisis Training
 - e. Adaptations/modifications for specific groups of special education students including EL students
 - f. Interpretation of testing data including CAPA, CST and CMA
 - g. School Accountability Report Cards (SARC)
2. Continue to offer opportunities to Secondary Teachers to complete training to become highly qualified via the VPSS (Subject Matter Verification Process for Secondary teachers in Special Settings), and/or the CSET exams
3. Review and discuss information at staff meetings and teacher input will be gathered to address future trainings to meet the needs of the students
4. Continue to encourage parents to participate in IEPs,
5. Attend school events, PTA/PTSA, SCC, DAC, DELAC, and ELAC.
6. These focus groups will continue to analyze data and assessments
7. Do improve classroom instruction and student learning
8. Provide parents with access to the Special Education Department's
9. School Accountability Report Card (SARC) which reports annual department progress
10. Translate more parental documents/notices into other languages represented by the student population

SPECIAL EDUCATION DEPARTMENT:

Actions

1. Continue to provide training in:
 - a. Reading/Language Arts
 - b. Mathematics
 - c. Positive Behavior Supports
 - d. Professional Assault Crisis Training
 - e. Pragmatic Organization Dynamic Display System (PODDS)
 - f. Adaptations/modifications for specific groups of special education students including EL students
 - g. Interpretation of testing data including DRDP-Access, CAPA, CST and CMA
 - h. School Accountability Report Cards (SARC)
2. Provide training for Secondary Teachers to become highly qualified via the VPSS (Subject Matter Verification Process for Secondary teachers in Special Settings), and/or the CSET exams.
3. Review and discuss workshop information at staff meetings.
4. Gather staff input for future trainings to meet the needs of the students.

5. Continue to encourage parents to participate in IEPs/IFSPs, attend school events, PTA/PTSA, SCC, DAC, DELAC, and ELAC. These focus groups will continue to analyze data to improve classroom instruction and student learning.
6. Provide parents with access to the Special Education Department's School Accountability Report Card (SARC) which reports annual department progress.
7. Translate more school documents/parental notices into other languages.

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development	\$10,000

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:

ALTERNATIVE SCHOOLS DEPARTMENT:

SCCOE will continue due diligence in complying with Section 1119 of the NCLB Act of 2001. Annual progress of the SCCOE as a whole and of each school served will be reported by the SCCOE regarding certificated and classified staff on the progress towards the objectives of Section 1119.

The SCCOE Human Resources Department will continue to monitor the hiring of highly qualified certificated and classified staff that work directly with SCCOE students. Teachers who need assistance with HQT Certification will be supported in the pursuit of completing their studies in core subjects, attendance and completion of VPSS coursework, and/or taking and passing states administered course-specific exams.

Recommendations for use of Title II funds:

1. Release time to train teacher leaders to be classroom coaches, mentoring peers in the application of research-based teaching strategies for English Learner and Special Needs students.
2. Educational opportunities to support Paraprofessionals
3. Release time for support providers and new teachers to complete formative assessment activities

4. Release time for new teachers to attend professional development and to observe exemplary teachers
5. Release time to attend subject matter test preparation
6. Support for those fully credentialed teachers needing to meet demonstrated subject matter competency. Included in this support will be subject matter preparation for all teachers needing to take the state subject matter examinations.

SPECIAL EDUCATION DEPARTMENT:

Actions

1. SCCOE will continue due diligence in complying with Section 1119 of the No Child Left Behind Act of 2001. Annual progress of the SCCOE as a whole and of each school served will be reported by the SCCOE regarding certificated and classified staff on the progress towards the objectives of Section 1119.
2. The SCCOE Human Resources Department will continue to monitor the hiring of highly qualified certificated and classified staff members who work directly with SCCOE students. Teachers who need assistance with highly qualified certification will be supported in the pursuit of completing their studies in core subjects, attendance and completion of VPSS coursework and/or taking and passing state administered course-specific exams.
3. Recommendations for use of Title II funds include:
 1. Release time to train master teachers to be classroom coaches, mentoring peers in the application of research-based teaching strategies
 2. Educational opportunities to support Educational Assistants
 3. Release time for new teachers to attend professional development activities and to observe exemplary teachers
 4. Release time for certificated/licensed staff to attend professional development activities

People Assigned

Alternative Schools Department:

Director, Alternative Education
Principals
Teachers

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff
Educational Assistants

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title II, Part A, Subpart 2, Improve Teacher Quality	Professional Development-VPSS	\$55,707

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

SCCOE provides the following extended services:

1. Counseling services targeting students' unique needs
2. Behavior specialists to reinforce positive student behavior
3. Psychologist for assessment and counseling support
4. Instructional assistants for academic support
5. Partnerships with diverse stakeholders to provide supplementary services that reduce the barriers to student learning
6. Hiring an attendance officer to increase students' daily attendance and focus on learning
7. Increased communications with Blackboard Connect Electronic telephone service in home language

Needs

SCCOE must expand services in the following areas:

1. Extended counseling and career preparation support
2. Specialized parent education programs that focus on specific targeted groups
3. Added support to parents and guardians in how parents can provide academic enrichment activities at home
4. Increased support to ASD students in gang intervention and prevention services
5. Expanded support in improving ASD students' school attendance
6. Employ a Behavior Specialist and a Counselor/Therapist for at risk students for the Special Education Department

Environments Conducive to Learning (Activities):

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

ACTIVITIES

Title IV funds are being used to purchase and implement the following psycho-emotional drug, alcohol, tobacco prevention, safe schools, and health education curriculum for SCCOE schools:

1. Caring School Communities will be used to support the K-5 special education SCCOE high needs students by training teachers to integrate this curriculum into students' daily programs. Technical support for service delivery will be provided by Code Red Training Associates, Inc.
2. Project Alert will be used to support middle school ASD students in drug, alcohol, tobacco on-site services that will be provided by Voices United. This agency was recommended by the

Santa Clara County Health and Hospital System's Department of Alcohol and Drug Services (DADS) for their unique experience and qualifications in meeting the needs of ASD students.

3. Towards no Drug Project (TND) will also be used to support high school ASD students in drug, alcohol, tobacco prevention, safe schools, and health education that will be provided by Voices United. This agency was recommended by the Santa Clara County Health and Hospital System's Department of Alcohol and Drug Services (DADS) for their unique experience and qualifications in meeting the needs of ASD students.

Project Alert service delivery includes providing students with 11-week sessions, one time per week that include approximately 50-minute session for up to 25 middle school students per class. The following is a breakdown of the number of courses offered by school site:

1. 3 Project Alert courses at Stonegate Park Community School
2. 1 Project Alert course at Santa Clara Community School

Project Towards No Drug Abuse (TND) courses will be provided to 25 high school students per course. The course is 12 classroom-based lessons, 40 to 50-minutes in length. The lessons will be implemented over a four-week period or can be completed within a six-week period. The following is a breakdown of the number of courses offered by school site:

1. 2 TND courses at Alternative Placement Academy
2. 7 TND courses at Calero Community School
3. 4 TND courses at Community School at Snell
4. 6 TND courses at Community School at Sunol
5. 1 TND course at Santa Clara Community School
6. 2 TND courses at South County Community/Advent
7. 4 TND courses at Terra Bella Academy
8. 6 TND courses at Blue Ridge School (James Ranch)
9. 5 TND courses at Muriel Wright Residential Center
10. 25 TND courses at Osborne School (Juvenile Hall)

The California Healthy Kids Survey has not been administered to all SCCOE school sites until this year. Historically, program services have focused on service delivery only at ASD sites with limited data being reported that has severely impacted annual reporting data analysis. Additionally, biennial goals within the 2005-2006 reporting period were over-stated within ASD schools and not indicated for traditional grades. This data will be corrected at the next reporting period. The truancy performance indicator reported in the Safe and Healthy Kids 2008-2009 Annual Report did not report a current year rate and was listed as "to be determined" with an annual LEAP Goal for a 20% reduction.

The California Healthy Kids Survey will be administered this spring to all ASD students. Additionally, there are 1,600 Special Education students enrolled in SCCOE programs from ages 3-22. Of that total, 1,317 are enrolled at Grades K-12. When considering the functional abilities of the targeted student population that can complete the survey at the 5th, 7th, 9th and 11th Grade Levels, the following is a breakdown by school site location and program that will be given the survey. Of that total, 22 5th grade students' parents must receive a parent consent letter and must consent to their child receiving the survey.

School Site Name	Grade 5	Grade 7	Grade 9	Grade 11
Oster Cluster (Deaf and Hard of Hearing)	9	6	6	9
Gateway Cluster (Emotionally Disturbed)	3	4	3	3
Ridder Park Cluster (Emotionally Disturbed)	0	0	3	6
Monticello Cluster (Emotionally Disturbed)	0	2	0	0
Santa Theresa Cluster (Emotionally Disturbed)	1	4	0	0
Taylor School (Orthopedically Impaired)	5	2	0	0
Willow Glen School (Orthopedically Impaired)	0	5	1	0
Orchard School (Orthopedically Impaired)	0	2	0	0
Majestic Way School (Orthopedically Impaired)	1	7	0	0
Independence High School (Orthopedically Impaired)	0	0	6	5
Blackford School (Orthopedically Impaired)	3	0	0	0
Del Mar High School (Orthopedically Impaired)	0	0	4	4

SCCOE staff is committed to securing a 60% completion rate for all targeted special education students and all alternative students to ensure full data analysis from WestEd staff. The proposed surveys that will be administered to all targeted students include the following:

1. Elementary Students - Elementary Module for Grade 5
2. Middle and High Students - Module A: Core for middle and high school students
3. School Staff - California School Climate Survey for Staff
4. All students – Closing the Achievement Gap (CTAG) for students
5. Optional Secondary Students – Santa Clara County Project Module G

Santa Clara County Office of Education provides a series of HIV/AIDS courses for all county educators each year. This one-day training is intended for professionals who work with youth and will provide a more in-depth look at STDs/HIV including trends, transmission, consequences, STD/HIV connection, and appropriate risk-reduction messages for this population. The training provides free STD-specific resources and STD/HIV lesson plans. The Santa Clara County Office of Education ASD and Special Education staffs participate in these trainings. In addition, the teachers integrate key concepts into their science and health and wellness activities.

SCCOE Schools have established a history of coordinated auxiliary services with key stakeholders to support safe and drug-free schools. The Special Education School provides extensive parent education services to assist parents in effectively supporting their child’s healthy development. ASD partners with the Santa Clara County Probation Department to provide ongoing counseling and mentoring to students to ensure that students develop healthy skills that support regular school attendance and academic success. Added partnership activities include the following:

1. Continue to encourage parents and guardians to be active partners to support student success by attending parent education workshops, the county-wide advocacy services (e.g. Child Advocates for Youth) and other school sponsored activities
2. Build partnerships with community-based organizations (eg. The Parent Project; California Youth Outreach; The Miri Center; Markkula Center) and other agencies to provide parent education for families and guardians on gang prevention mentoring, and counseling support for students
3. Expand coordinated health and wellness and prevention service delivery with Santa Clara County Public Health Department, Lucile Packard Children at Stanford, and Kaiser Permanente and share advocacy services with these constituents at quarterly Health Advisory Board Meetings

4. Participate in ongoing prevention service delivery and professional development on caring school climates with Clay Roberts and other drug and alcohol prevention experts
5. Provide students with extended counseling support services through university intern counselors and mentors (i.e. San Jose State University)
6. Expand additional community resource communication avenues such as website information to keep students, parents and the community informed additional counseling and community services provided for safe and drug-free schools
7. Continue to encourage parents and guardians to be active partners by attending parent education workshops, the county-wide community events and other school sponsored activities that support safe and drug-free schools
8. The Alternative Schools Department will have a School Resource Officer from the Santa Clara County Sheriff's Department on each campus while students are present.
9. The Alternative Schools Department will build partnerships with the Juvenile Probation Department, the District Attorney's Office and the San Jose Police Department to have regular visibility on Community School campuses.
10. The Alternative Schools Department will implement Positive Behavior Intervention and Support (PBIS) in all programs.

People Assigned

Alternative Schools Department

Director, Alternative Education
Principals
Teachers

Special Education Department

Principals
Mentor teachers
Coaches

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Behavior Intervention Support	\$280,000
Title I, Part D, Neglected/Delinquent	Behavior Intervention Support	\$300,000

DISCIPLINARY CHART

Safety of all students and school staff is a high priority in the Alternative Schools Department. Behaviors which harm or threaten to harm persons and property are not tolerated. The *Disciplinary Chart* below lists specific behaviors that are not allowed and the consequences for each behavior. Note that Education Code §48900(r) states, "A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section."

LEVEL I

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
1. Causing, attempting to cause or threatening to cause physical injury to another person.	Ed. Code §48900(a) (1)	1. Call Police 2. Parent Conference 3. Contact District 4. Possible return to district/ program change	1. Call Police 2. Parent conference 3. Return to District
2. Willfully used force or violence upon the person of another, except in self-defense.	Ed. Code §48900(a) (2)	1. Call Police 2. Parent Conference 3. Suspension 4. Possible return to district/ program change	1. Call Police 2. Parent Notification 3. Return to District
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.	Ed. Code §48915(3)	1. Call Police 2. Parent Notification 3. Return to District	
4. Possessed, sold, furnished, or received a firearm, knife, explosive, or other dangerous object.	Ed. Code §48900(b)	1. Call Police 2. Parent Notification 3. Return to District	
5. Committed or attempted to commit robbery or extortion. Extortion: Extortion is the act of obtaining property from another without his/her consent, induced by wrongful use of force or fear or under color of an official right. Robbery: Robbery is the taking of personal property from another person against his/her will by means of force or fear.	Ed. Code §48900(e)	1. Call Police. 2. Parent Conference 3. Suspension 3 – 5 days 4. Possible return to district/ program change	1. Call Police 2. Parent Notification 3. Return to District

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
6. Cause or attempted to cause damage to school property or private property.	Ed. Code §48900(g)	1. Call Police 2. Parent Notification 3. Suspension 3 – 5 days 4. Possible return to district/ program change	1. Call Police 2. Parent Notification 3. Return to District
7. Arson of school or personal property.	Penal Code §451	1. Call Police 2. Parent Notification 3. Return to District	
8. Sexual assault/Sexual battery.	Ed. Code	1. Call Police	

LEVEL II

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
1. Committed a terrorist threat against school officials, school property, or both – includes any statement whether written or oral, by a person who willfully threatens to commit a crime which will result in: Death, great bodily injury, property damage (\$1,000), his or her own safety, immediate family safety.	Ed. Code §48900.7	1. Call Police 2. Possible Suspension 3. Parent Conference 4. Possible return to district/ program change	1. Call Police 2. Parent Parent Notification 3. Return to District
2. Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.	Ed. Code §48900(c)	1. Call Police 2. Suspension 3. Parent Conference	1. Call Police 2. Parent Conference 3. Possible Return to District/ Program Change

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
3. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.	Ed. Code §48900(d)	1. Suspension 2. Parent Conference	1. Call Police 2. Parent Conference 3. District Contact
4. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).	Ed. Code §48900(q) Penal Code §289(31)	1. Call police 2. Parent Notification 3. Possible Suspension and Parent Conference	1. Call Police 2. Suspension 3 – 5 days 3. Parent Conference
5. Theft of property. Stole or attempted to steal school or private property.	Ed. Code §48000(g)	1. Call Police 2. Suspension 3. Parent Conference	1. Call Police 2. Suspension/ Parent Conference 3. Possible Return to District

LEVEL III

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
1. Engaging in any physical or verbal gang related activities, including, but not limited to, graffiti, tagging, wearing gang “colors”, displaying gang signs, etc.	Board Policy 5711	1. Call Police 2. Suspension 3. Parent Conference	1. Call Police 2. Suspension/ Parent Conference 3. District Contact
2. Disrupting school activities or willfully defying school personnel engaged in the performance of their duties.	Ed. Code §48900(2) (k)	1. Possible Suspension	1. Possible Suspension

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
		2. Parent Conference	2. Parent Conference 4. District Contact
3. Engaging in harassment of another student or staff.	Ed. Code §48900(o)	1. Possible Suspension 2. Parent Conference	1. Possible Suspension 2. Parent Conference 3. District Contact
4. Hazing. Any student who participates in hazing or any act that causes humiliation or disgrace.	Ed. Code §32050-32052	1. Possible Suspension 2. Parent Conference	1. Possible Suspension 2. Parent Conference 3. District Contact
5. Forging notes/dishonesty.	Ed. Code §48260(a)	1. Possible Suspension 2. Parent Conference	1. Possible Suspension 2. Parent Conference
6. Truancy	Ed. Code §48260(a)	1. Parent Conference 2. District Contact	1. Parent Notification 2. Return to District
7. Cutting class or leaving campus without permission.	Ed. Code §48260(a)	1. Detention 2. Parent Contact	1. Possible Suspension 2. Parent Conference
8. Any student who drives an automobile to school and parks on the school property must have on file a copy of current driver	School Policy	1. Warning 2. Parent	1. Call Police 2. Parent

VIOLATION	SOURCE	1 ST Offense	2 nd Offense
license, registration and proof of insurance.		Notification 3. Written Notification to Principal	Conference
9. Using tobacco or tobacco products on the school campus.	Ed. Code §48900(h)	1. Confiscate 2. Parent Contact	1. Suspension 2. Parent Conference
10. Failing to follow appropriate dress codes.	School Policy	1. Change clothing, go home to change and attendance consequences 2. Parent Contact	1. Possible Suspension 2. Parent Conference
11. Using electronic signaling devices (cell phones, pagers) during school hours.	Ed. Code §48901.5	1. Confiscate, student pick up after school 2. Parent Contact	1. Confiscate, parent to pick up
12. Using skateboards, roller blades, scooters or bicycles on campus.	School Policy	Warning	Confiscate, student or parent to pick up after school
13. Inappropriate use of Internet access as explained in ASD Acceptable Use Policy.	SCCOE Board Policy 6350	1. Possible Suspension 2. Parent Notification 3. Temporary Loss of Computer Use	1. Possible Suspension up to 3 days 2. Parent Conference 3. Possible Full Loss of Computer Use

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

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

STRENGTHS

SCCOE provides the following extended services:

1. Counseling services targeting students' unique needs
2. ASD behavior specialists to reinforce positive student behavior
3. Psychologists for assessment and counseling support
4. Instructional assistants for academic support
5. Partnerships with diverse stakeholders to provide supplementary services that prevent risk behaviors
6. Increased communications with Blackboard Connect Electronic telephone service in home language

NEEDS

SCCOE must expand services in the following areas:

1. Extended counseling to support healthy life skill development
2. Specialized parent education programs that focus on specific targeted groups
3. Added support to parents and guardians in how parents can support students' healthy development and violence prevention
4. Increased support to ASD students in gang intervention and prevention services that contribute to reduced violence at the school site and reduced alcohol, tobacco, and drug use
5. Expanded support in improving ASD students' school attendance to prevent participation in unhealthy activities
6. For the Special Education Department, employ Behavior Specialist and Counselor/Therapist for at-risk students

SAFE AND Drug Free Schools and Communities (SDCSC) and Tobacco Use Prevention Education (TUPE)

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 6/30/10 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _N/A_ % 7 th _N/A_ %	5 th _2_ % 7 th _2_ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _N/A_ % 9 th _N/A_ %	7 th _2_ % 9 th _2_ %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 6/30/10 Baseline Data	Biennial Goal (Performance Indicator)
	11 th _N/A_ %	11 th _2_ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _N/A_ % 7 th _N/A_ %	5 th _2_ % 7 th _2_ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that feel very safe at school will increase biennially by:	5 th _N/A_ % 7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	7 th _2_ % 9 th _2_ % 11 th _2_ %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u> 18 </u> from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	<u> TBD </u> %	<u> 20 </u> %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: <u> / / </u>	Biennial Goal (Performance Indicator)

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 6/30/10 Baseline Data	Biennial Goal (Performance Indicator)
	<i>Baseline Data</i>	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th _N/A_ % 7th _N/A_ % 9th _N/A_ % 11th _N/A_ %	5th _2_ % 7th _2_ % 9th _2_ % 11th _2_ %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th _N/A_ % 7th _N/A_ % 9th _N/A_ % 11th _N/A_ %	5th _2_ % 7th _2_ % 9th _2_ % 11th _2_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th _N/A_ % 7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th _N/A_ % 7 th _N/A_ % 9 th _N/A_ % 11 th _N/A_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %

Other Performance Measures

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

LEA Specified Performance Measures	Performance Indicator Goal	Baseline Data

(Process to Collect Data)		
SCCOE staff is committed to securing a 60% completion rate for all targeted special education students and all alternative students to ensure full data analysis from WestEd staff on the Healthy Kids Survey instruments. The additional optional secondary student's module that will be administered to all qualifying SCCOE student is the Santa Clara County Project Module G for 2009-2010 School Year.	Incidence and level of involvement gang-related activities	TBD

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
Caring School Communities starting in 2010 for the Special Education functionally K-5 students	Violence Prevention per functional abilities	Elementary	104	9/09	3/10	3/10
Project Alert	Alcohol, Tobacco, and Drug	Middle school	100	9/09	3/10	3/10
Towards No Drug (TND)	Alcohol, Tobacco, and Drug	High School	1,550	9/09	3/10	3/10

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.

<i>Check</i>	<i>Activities</i>	Program ATODV Focus	Target Grade Levels
	After School Programs		
X	Conflict Mediation/Resolution	Alcohol, tobacco, other drug, violence prevention and youth development	K-12
X	Early Intervention and Counseling	Alcohol, tobacco, other drug, violence prevention and youth development	K-12
X	Environmental Strategies	Suicide Prevention	9-12
X	Family and Community Collaboration	Alcohol, tobacco, other drug, violence prevention and youth development with program development coordinated through the SCCOE Health Advisory Board, SCCOE Parent Engagement Initiative, and SCCOE Health and Wellness Initiative	K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	Alcohol, tobacco, other drug, violence prevention and youth development	K-12
	Service-Learning/Community Service		
X	Student Assistance Programs	Alcohol, tobacco, other drug, violence prevention and youth development	K-12
X	Tobacco-Use Cessation	Alcohol, tobacco, other drug, violence prevention and youth development	6-12
<i>Check</i>		Program ATODV Focus	Target Grade Levels
X	Youth Development	-Alcohol, tobacco, other drug,	K-12

	Caring Schools Caring Classrooms	violence prevention and youth development -Caring Schools	K-5
	Other Activities		

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.

<i>Promising Program name</i>	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

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

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

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

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

The California Healthy Kids Survey has not been administered to all SCCOE school sites until this year. Historically, program services have focused on service delivery only at ASD sites with limited data being reported that has severely impacted annual reporting data analysis. Additionally, biennial goals within the 2005-2006 reporting period were over-stated within ADS schools and not indicated for traditional grades. These data will be corrected at the next reporting period. The truancy performance indicator reported in the Safe and Healthy Kids 2008-2009 Annual Report did not report a current year rate and was listed as “to be determined” with an annual LEAP Goal for a 20% reduction. School Communities was selected to address the school climate of the LEA’s special education K-5 students. Project Toward No Drug Use (TND) and Project Alert Programs were selected to support students in tobacco, alcohol other drug, and violence prevention services.

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 California Healthy Survey will be administered this spring to all ASD students. Additionally, there are 1,600 Special Education students enrolled in SCCOE programs from ages 3-22. Of that total, 1,317 are enrolled at Grades K-12. When considering the functional abilities of the targeted student population that can complete the survey at the 5th, 7th, 9th and 11th Grade Levels, 104 students will be given the survey. Of that total, 22 5th Grade students' parents must receive a parent consent letter and must consent to their child receiving the survey. Once the data is compiled, the LEA will monitor student outcomes for effectiveness in the California online annual reporting requirements and adjust programs per targeted student needs monthly at School Site Council Meetings and quarterly District Advisory Committee Meetings.

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 LEA will publicly report progress toward attaining performance measures through the following process:

1. All results will be distributed at School Site Council Meetings and through website communications. All School Site Councils will use the data to modify existing Single Plans for Student Achievement based on the data needs of students and modify programs as required for specific groups of students. All School Site Councils will review comprehensive school safety plans and use data to modify plans as needed. County-wide health and wellness and parent engagement initiatives will be modified to address the needs of the LEAs county-wide programs. The LEA website will integrate data reporting and highlight program services for diverse targeted populations. Data will be shared with diverse community agency program provider and at convened county-wide strategic planning meetings.

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])

Once the LEA reviews the data, SDFSC funded programs will be reviewed and modified according to targeted student needs and Single Plans for Student Achievement will be reviewed for added program modification using diverse categorical funding. SCCOE community partners will review data and targeted student needs to modify their program service delivery. SCCOE provides a series of HIV/AIDS

courses for all county educators each year and the ASD and Special Education staff. Through these trainings, staff is able to evaluate high-risk needs of students and adjust programs accordingly in the areas of science, health and wellness.

SCCOE Health and Wellness and Parent Engagement Initiative stakeholders will integrate service prioritized needs in strategic plans and leverage community-wide funding for new program development.

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.

All families receive notification in Spanish and English of the Annual Title I Meeting, ongoing announcements on monthly School Site Council Meetings and English Learner Advisory Committee Meetings. Each School Site Council Meeting includes updating the Single Plan for Student Achievement that supports coordinated SDFSC funded alcohol, tobacco, other drug, and violence prevention programs with other federal state and local prevention programs. Each School Site Council considers the feedback provided by its English Learner Advisory Committee as captured in the minutes.

Added quarterly meetings are convened for the LEA's District Advisory Committee and the District English Learner Advisory Committee. School Site Councils' review and develop annual comprehensive school safety plans and School Advisory Committees provide added input on categorical use of funds to ensure a healthy and safe school climate and community.

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.

Staff and parents participate in the SCCOE Parent Engagement Initiative that includes a county-wide analysis of parent engagement needs and services and the development of innovative programs to assist parents and their children in developing healthy family relationships and reduced incidences of tobacco, alcohol, drug, and violence in the home and at the school site. Added services include participation in the Parent Project for ASD families and in ongoing parent education classes for special education families.

All families receive notification in Spanish and English of the Annual Title I Meeting, ongoing announcements on monthly School Site Council Meetings and English Learner Advisory Committee Meetings. Added quarterly meetings are convened for the LEA's District Advisory Committee and the District English Learner Advisory Committee. School Site Council's review and develop annual comprehensive school safety plans and School Advisory Committees provide added input on categorical use of funds to ensure a healthy and safe school climate and community.

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.

N/A

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

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

<i>Position/Title</i>	Full time equivalent

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

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

Alternative Schools Department

ASD will reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. The utilization of Student Success Plans (SSPs) will help to support students in achieving graduation or its equivalency through the process of completing an educational plan to get the most from the time they are enrolled in one of the ASD sites. Students will be given the opportunity to participate in a Credit Recovery Program to earn specific credits in courses in addition to the regular courses offered during the school day. The California High School Exit Exam (CAHSEE) is offered 3 times during the school year as well as 1 time during summer school to maximize passing rates.

Actions:

1. Ensure that every student completes an SSP and tracks own programs.
2. Expand GED program (Steck-Vaughn 21st Century GED) to all sites within ASD for students 17 and older who are deficient in credits
3. Expand Credit Recovery (Aventa and Cyber High) opportunities
4. Provide multiple opportunities during the school year to take the CAHSEE as well as provide tutoring to support passing scores (CAHSEE Revolution)
5. Maintain database of population of students participating or receiving support in GED, Credit Recovery, and CAHSEE to help reflect performance and success rate
6. Providing monitoring/tracking of students re-enrolling into comprehensive campuses or transitioning into college and/or job opportunities

Special Education Department:

1. High school students who are eligible for a high school diploma:
 - a. Attend Emotionally Disturbed, Deaf/Hard of Hearing, or Orthopedically Impaired classes
 - b. Attend daily tutorial periods at high schools
 - c. Attend CAHSEE prep classes at high schools
 - d. Attend extended school year for juniors and seniors in math, writing and reading to support CAHSEE performance objectives.
2. High school students who are eligible for a certificate of completion:
 - a. Attend Severely Disabled, Autism Spectrum Disorders, Other Health Impaired, Traumatic Brain Injury, Visually Impaired classes
 - b. Attend Workability programs or Central County Occupational Center
 - c. Participate in community-based education focusing on independent living skills

Students Served

In the 2008-2009 school year, 5 special education students received a high school diploma out of 161 seniors.

In the 2008-2009 school year, 31 special education students received certificates of completion out of 161 seniors.

Performance Indicators

5.1 Increase High School Graduation Rate

Alternative School Department

Most students enrolled in court and community school programs will transition back to their home school districts before meeting graduation requirements. Students who are near meeting SCCOE graduation requirements will continue to be identified in orientation and will be provided the opportunity to graduate. A course recovery program is available to allow students to catch up and make up courses needed for graduation. Additionally, GED and CAHSEE prep is provided.

5.2 Decrease Dropout Rate

Alternative Schools Department

The SCCOE court and community school programs will continue to provide standards-aligned instruction in the core curriculum and technology to support instruction. Students will be provided opportunity to take CTE classes to acquire the technical skills that will assist them in obtaining employment and a career. Additionally, the programs will provide early diagnosis and intervention to assist students in overcoming achievement deficits.

Special Education Department

Students Served:

In 2007-2008, eighteen (18) special education students in grades 9-12 dropped out from a total 459 students.

In 2007-2008, 233 students in grades 9-12 enrolled in another public California School.

5.3 Advanced Placement

In 2009-2010, there are currently three (3) Deaf/HOH students attending Advanced Placement Classes.

People Assigned/Timeline

Alternative Schools Department:

Director of Alternative Schools Department
Principals
Teachers
Counselors

Special Education Department:

Director, Special Education
Principals
Manager, Special Education
Administrative Designee, Special Projects
Credentialed/Licensed Staff
Counselor/Therapist
Behavior Specialist

Start Date – End Date

4/8/2010 – 6/30-2014

FUNDING SOURCE	DESCRIPTION	COST
Title I, Part A	Course/Credit Recovery & GED	\$73,016
Title I, Part D, Neglected/Delinquent	Extra Hours Instruction	\$80,000

Additional Mandatory Title I Descriptions

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

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

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

Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:

1. Number of children in families receiving assistance under the CalWorks program;
2. Number of children eligible for Free/Reduced Price Lunch programs;
3. Number of children ages 5-17 in poverty counted by the most recent census data;
4. Number of children eligible to receive medical assistance under the Medicaid program;
5. Or a composite of the above.

Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:

All schools with a 75% or above poverty level are funded
All other schools are funded by poverty ranking district wide or by grade span.

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

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

For school-wide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

1. A comprehensive needs assessment of the entire school in relation to state standards. School-wide reform strategies that provide opportunities for all children to meet state standards.
2. Effective methods and instructional strategies based on scientifically-based research.
3. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
4. Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards.

Additional Mandatory Title I Descriptions

(continued)

5. Instruction by highly qualified teachers and strategies to attract and keep such teachers.
6. High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
7. Strategies to increase parental involvement.
8. Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
9. Timely and effective additional assistance to students who experience difficulty mastering state standards.

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

1. Effective methods and instructional strategies based on scientifically-based research.
2. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
3. Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
4. Instruction by highly qualified teachers.
5. Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
6. Strategies to increase parental involvement.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

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

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

1. Identify children who are failing or most at risk of failing to meet the state academic content standards.
2. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.

Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.

Additional Mandatory Title I Descriptions

(continued)

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

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

If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:

1. Assistance in developing, revising, and implementing the school plan.
2. Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.
3. Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.
4. Assistance in analyzing and revising the school budget so the school's resources are used effectively.

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

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

Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

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

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Coordination of Educational Services

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

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

Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

1. Even Start
2. Head Start
3. Reading First
4. Early Reading First
5. Other preschool programs
6. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
2. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
3. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
4. Provide technical assistance and support to school-wide programs.
5. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
6. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
7. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
8. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
9. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
10. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
11. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
12. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

13. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
14. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
15. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
16. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
17. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
18. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
19. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
20. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

1. 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.

2. 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.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The LEA, hereby, assures that:

1. The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - a. Have the lowest proportion of highly qualified teachers;
 - b. Have the largest average class size; or
 - c. Are identified for school improvement under section 1116(b).
2. The LEA will comply with section 9501 (regarding participation by private school children and teachers).
3. The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
4. The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

1. Strategies for using technology to improve academic achievement and teacher effectiveness.
2. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
3. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
4. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

5. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
6. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
7. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
8. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
9. Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
10. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
11. Collaboration with adult literacy service providers.
12. Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
13. Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

1. Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

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

TITLE III

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

TITLE IV, PART A

1. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
2. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

3. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
4. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
5. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - a. Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - b. Security procedures at school and while students are on the way to and from school.
 - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - d. A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - i. Allows a teacher to communicate effectively with all students in the class.
 - ii. Allows all students in the class to learn.
 - iii. Has consequences that are fair, and developmentally appropriate.
 - iv. Considers the student and the circumstances of the situation.
 - v. Is enforced accordingly.
6. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

1. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic

consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

2. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
3. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
4. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - a. Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - b. Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - c. Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

1. 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:
 2. Truancy rates;
 3. 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;
 4. 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
 5. 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)
6. 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

1. The LEA assures that a minimum of 95 percent 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

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Print Name of Superintendent

Signature of Superintendent

Date

Print Name of Board President

Signature of Board President

Date

Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

Print Name of Title III Regional County Office of Education Lead (if applicable)

Signature of Title III Regional
County Office of Education Lead (if applicable)

Print Name of School Site Council – Special Education Lead (if applicable)

Signature of School Site Council – Special Education Lead (if applicable)

Print Name of School Site Council – County Community Lead (if applicable)

Signature of School Site Council – County Community Lead (if applicable)

Print Name of School Site Council – Institutions/Juvenile Hall Lead (if applicable)

Signature of School Site Council – Institutions/Juvenile Hall Lead (if applicable)

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

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 (NCLB), 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 2005-06, 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/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs 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/index.html> >(University of Colorado: Blueprints)

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

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

APPENDIX D

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

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

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

APPENDIX E

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

Environment)							
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A

Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B