(CDE use only)	
Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than June 30, 2011**. 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 Cruz County Office of Education

County/District Code: 44-10447

Dates of Plan Duration (should be up to three years): June 16, 2011- June 30, 2014

Date of Local Governing Board Approval: February 16, 2012

District Superintendent: Michael Watkins

Address: 400 Encinal Street

City: Santa Cruz   State: CA   Zip: 95060

Phone: (831) 466-5728   Fax: (831) 466-5730

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 or other technical assistance provider.*

See Assurances on pages 116 – 126. Signatures are required on page 126.

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Background

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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:

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

- API Reports - http://www.cde.ca.gov/ta/ac/ap

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

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- AYP Reports – http://www.cde.ca.gov/ta/ac/ay

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment (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

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
X	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	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	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	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	18,528	161,592	167,511	93%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	153,187	174,002	304,286	93%
Title II Part A, Subpart 2, Improving Teacher Quality	62	10,105	9,150	90%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	2401	0	2,233	93%
Title V, Part A, Innovative Programs – Parental Choice	3,587	0	3,408	95%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education	0	69,336	65,870	95%
IDEA, Special Education	0	96,733	88,994	94%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	177,765	511,768	641,452	

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	0	18,335	17,418	95%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant	1,279	382	1,545	93%
Child Development Programs	0	450,728	423,684	94%
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)	13,015	9,663	21,091	93%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	14,294	479,108	463,738	

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

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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:

- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o 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:

- o Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- o 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.

Santa Cruz County Office of Education

The Santa Cruz County Office of Education is a public agency whose purpose is to provide educational leadership, resources and services to schools to ensure quality educational opportunities for all students. This mission is accomplished through partnerships with teachers, school districts, businesses and other governmental agencies. Direct instructional programs are offered through special education, alternative education and Regional Occupational Programs. District services are provided in the areas of staff development and fiscal services. Included in the responsibilities of the Santa Cruz County Office of Education is coordination with the California Department of Education.

Working collaboratively with school sites, districts, and local business, the SCCOE is engaged in an effort to provide quality services to a Pre-12 population of over 39,000, in 77 schools, housed in 13 districts, bringing together expertise, talent, and resources for improving student achievement.

The Santa Cruz County Office of Education has two divisions that are state and federally funded and that are addressed in the LEA Plan: Alternative Education and Special Education. However, only Alternative Education receives Title I funding.

Alternative Education

Students whose educational needs are not effectively met in conventional learning environments experience success through the SCCOE's Alternative Education Program. The Alternative Education Program serves students at 19 separate school sites. Referred in a variety of ways, students are able to benefit from innovative standards-based classroom instruction, low student-to-teacher ratios, and specialized programs designed to help the students stay in school,achieve academically, pass the California High School Exit Exam, and graduate from high school.

The SCCOE Alternative Education Program has established partnerships with community outreach agencies, local law enforcement, and surrounding community colleges and universities.

In addition to academics, The SCCOE's Alternative Education Program provides numerous opportunities for enrichment. Enrichment programs include: California Poets in the schools, William James Association for fine arts, the Alternative Education Sports League, Regional Occupation Program courses, work experience, and job placement.

Special Education

SCCOE's Special Education Program partners with local school districts to ensure that students with moderate to severe special needs maximize their education potential. The program maintains a focus upon classrooms for Early Start, Developmental Preschool, Preschool Autism, Elementary, Middle School, High School, Beyond Secondary Severely Handicapped (SH), and Elementary, Middle School, and High School Severely Emotionally Disturbed (SED). Students in the SED classroom are served in collaboration with Santa Cruz County Mental Health. The majority of students are served in self-contained special day classes operated by the program on district school sites. Appropriate school sites are selected to assure inclusion of special needs students in general education classes and curriculum when appropriate. Other special needs students are served in their general education classrooms by SCCOE personnel.

182 students (from birth to age 22) are currently served by a staff of highly trained specialists in the areas of adapted physical education, speech and communication, orthopedic disabilities, occupational therapy, visual impairments, nursing, school psychology, and work experience. Several staff members have been recognized by outside agencies and organizations for excellence in meeting the needs of students with disabilities.

SCCOE Demographic Data

ALTERNATIVE EDUCATION (COMMUNITY SCHOOLS) ENROLLMENT BY ETHNICITY AND SPECIAL POPULATION BASED ON CBEDS			
	2008	2009	2010
TOTAL ENROLLED	493	590	615
BLACK/AFRICAN AMERICAN	2%	2%	2%
AMERICAN INDIAN	1%	1%	1%
ASIAN	1%	1%	1%
FILIPINO	0%	1%	1%
HISPANIC/LATINO	51%	53%	57%
NATIVE HAWAIIAN/ PACIFIC ISLANDER	1%	1%	0%
WHITE	42%	40%	35%
2 OR MORE RACES	3%	3%	3%
SOCIO-ECONOMICALLY DISADVANTAGED	30%	20%	45%
ENGLISH LEARNER	20%	21%	11%
STUDENTS WITH DISABILITIES	13%	11%	26%

Enrollment trends over the past three years indicate a steady increase in overall enrollment for the Alternative Education Program. Hispanic students make up the majority. White students are the second largest ethnic group. Data indicates that the representation of white students is shrinking over time, while the representation of Hispanic/Latino students is increasing. The percentage of students who are Socio-economically disadvantaged or living with a disability have increased significantly.

SCCOE STUDENT PERFORMANCE DATA
2008, 2009, 2010 ADEQUATE YEARLY PROGRESS (AYP)

Met Participation Rate		Met Percent Proficient or Above		Met API	Met Grad Rate
ELA	Math	ELA	Math	No/Yes/No	Yes/Yes/No
Yes/Yes/Yes	No/Yes/Yes	Yes/Yes/No	No/Yes/No		

ACADEMIC PERFORMANCE INDEX (API)

API ~ SCCOE			
2007 BASE API	2008 BASE API	2009 BASE API	2010 BASE API
564	556	600	546

API ~ COMMUNITY SCHOOLS			
2007 BASE API	2008 BASE API	2009 BASE API	2010 BASE API
584	552	619	599

SCCOE Proficiency Rates based on 6th, 7th, 8th CST and 10th CAHSEE Scores from AYP Data

API ~ Court Schools			
2007 Base API	2008 Base API	2009 Base API	2010 Base API
N/A	N/A	452	504

2008/2009/2010 ~ English Language Arts

Student Groups	Proficient or Above	
	Number	Percent
Valid Scores	76/102/42	
School wide	17/28/10	22.4/27.5/23.8
Hispanic or Latino	4/5/2	12.1/11.9/9.1
White (Not of Hispanic Origin)	10/19/8	31.3/42.2/50
Socioeconomically Disadvantaged	8/3/2	18.2/11.5/11.8
English Learner	2/0/*	10.5/0/*
Students with Disabilities	2/6/*	12.5/18.8/*

2008/2009/2010 ~ Math

Student Groups	Proficient or Above	
	Number	Percent
Valid Scores	75/101/38	
School wide	11/21/4	14.7/20.8/10.5
Hispanic or Latino	2/5/0	6.5/12.8/0
White (Not of Hispanic Origin)	7/14/4	25.2/28.6/25
Socioeconomically Disadvantaged	3/2/0	7.1/8/0
English Learner	1/0/*	5.6/0/*
Students with Disabilities	1/6/*	6.7/17.6/*

CST Proficiency Rates All Grades Combined

	2008		2009		2010		
	Number	Percent	Number	Percent	Number	Percent	2 Yr. Growth?
ELA	517	14.3	522	17.8	566	16.8	Yes
History	221	7.2	272	13.2	328	11.3	Yes
Math	196	17.3	425	9.6	480	6	No
Science	176	13.1	184	21.7	15	18.7	Yes

CAHSEE Grade 10 Pass Rates

CAHSEE ~ Math

	2008		2009		2010	
	Number	Percent	Number	Percent	Number	Percent
School Wide	58	46	79	58	32	64
Hispanic	25	35	25	42	15	52
White	27	59	47	75	17	89
Special Education	2	15	6	33	--	--
English Learners	7	22	5	24	--	--
Socio-economically Disadvantaged	30	38	19	50	12	48
Not Socio-	22	65	45	70	22	85

ECONOMICALLY Disadvantaged						

CAHSEE ~ English Language Arts						
	2008		2009		2010	
	Number	Percent	Number	Percent	Number	Percent
School Wide	63	45	85	61	37	66
Hispanic	25	31	23	38	17	52
White	32	70	53	83	17	89
Special Education	2	12	12	52	---	---
English Learners	9	23	3	15	---	---
Socio-economically Disadvantaged	32	36	19	49	14	52
Not Socio-economically Disadvantaged	25	71	53	76	22	85

California English Language Development Test (CELDT)								
	2008		2009		2010		2011	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	4	5	0	0	7	6	10	6
Early advanced	14	8	27	42	33	28	51	28
Intermediate	32	42	26	41	49	42	83	46
Early Intermediate	14	18	5	8	21	18	33	18
Beginning	12	16	6	9	6	5	3	2
Total Tested	76	100	64	100	116	100	180	100

Special Education Achievement Data

AYP Proficiency Special Education						
ELA	2008		2009		2010	
	Number	Percent	Number	Percent	Number	Percent
Valid Scores	68		82		65	
Schoolwide	24	35.3	36	43.9	25	37.3
Hispanic	5	23.8	10	43.5	8	33.3
White	15	41.7	22	51.2	14	41.2
Socio-Economically Disadvantaged	9	31	16	42.1	9	37.5
English Learner	---	---	---	---	---	---
Learning Disability	24	35.3	36	44.4	25	37.3
Math						
Valid Scores	68		80		65	
Schoolwide	18	26.5	19	23.8	19	29.2
Hispanic	2	9.5	6	26.1	6	25
White	13	36	11	26.2	10	31.2
Socio-Economically Disadvantaged	6	20	12	31.6	5	22.7
English Learner	---	---	---	---	---	---
Learning Disability	18	26.5	19	23.8	19	29.2

Capa - Special Education – Percent Proficient					
2008	Level 1	Level 2	Level 3	Level 4	Level 5

	Grades 2-11	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-11
ELA					
Students Tested	14	4	5	15	10
Percent	64%	*	*	53%	*
Math					
Students Tested	14	4	5	14	10
Percent	50%	*	*	50%	*
2009	Level 1 Grades 2-11	Level 2 Grades 2-3	Level 3 Grades 4-5	Level 4 Grades 6-8	Level 5 Grades 9-11
ELA					
Students Tested	14	11	4	19	13
Percent	64%	73%	*	63%	15%
Math					
Students Tested	14	11	4	19	13
Percent	36%	36%	*	32%	15%
2010	Level 1 Grades 2-11	Level 2 Grades 2-3	Level 3 Grades 4-5	Level 4 Grades 6-8	Level 5 Grades 9-11
ELA					
Students Tested	13	7	10	11	13
Percent	92%	*	*	36%	8%
Math					
Students Tested	13	5	10	11	13
Percent	46%	*	*	9%	8%

Analysis of Alternative Education Student Performance Data

Reading/Language Arts

Due to the nature of our student population, including performance levels at entry, risk-factors, and mobility, a majority of students still experience low achievement on CSTs. Significant subgroups, particularly Hispanic/Latinos, English Learners, and Socio-economically disadvantaged students, continue to experience a performance gap in Language Arts, scoring proficient and above at a rate one-half to one-third of the majority group.

The lack of valid CST scores (42 versus 102 the prior year) makes it difficult to interpret scoring results. However, an analysis of CST scores by subject including valid and invalid scores indicates that students demonstrated growth over a two-year period in English Language Arts from 2008 to 2010.

Additionally, a three year analysis of 10th grade CAHSEE ELA scores shows significant growth in the percentage of students passing each year. In 2007, 45% of tenth graders passed the exam on the first try. In 2010, that number reached 66%.

SCCOE Alternative Education has plans to adopt a new intervention program for middle school and high school that will include an English Language Development component. Currently, AE uses Character Based Literacy as its core English Language Arts program for middle school and high school. Due to the embedded differentiation within the curriculum, to this point, we have not adopted a separate Intervention program with ELD components. AE will investigate the adoption of such a SBE middle school and locally adopted program, likely National Geographic's *Inside Language* for Middle School and *Edge* for High School.

Math

Proficiency rates for students in mathematics whether, based on valid scores or valid and invalid scores combined, are lower than for ELA. And according to state data, there has been little to no positive overall growth in this area.

On the other hand, a look at PASSING rates for 10th graders taking the high school Exit Exam demonstrates significant growth over the same period. In 2007, 46% of tenth graders passed the math portion of the CAHSEE on the first try. By 2010, the overall pass rate was 64%.

In 2011, AE adopted the McDougal Littel CA MS Math Series as its core curriculum. Students are identified for intervention using locally approved assessments and placed into the proper grade level of this mathematics program.

CELDT

A Majority of English Learners tested (77%) score in the intermediate or above range. There are slightly more students in the beginning and early intermediate ranges than in prior years. A focus on English Language Development continues to be a high program priority, and we will be adopting a new ELD program for use with all English Learners (*Inside Language*- 2011, *Edge* – 2012).

Placement and Reclassification in ELD
Students are placed in ELD sheltered classes based on CELDT scores. Reclassification or Exit from ELD requires the following:
- □ Minimum Overall score of Early Advanced or Advanced on annual California English Language Development Test (CELDT) with a minimum score of Intermediate on only one subtest (Reading, Writing, Listening OR Speaking)
- □ Score of mid Basic (325) or higher on California Standards Test in English Language Arts and Math
- □ Grade of C or better in current ELD class

Analysis of Special Education Student Performance Data

All students participate in the Standardized Testing and Reporting Program (STAR). Over a three year period (2008-2010) more than 95% of students participated in the STAR program except in math 2010 during which 89% of students participated. The decision regarding which tests were most appropriate for each student was made by each student's IEP.

While AYP benchmarks were not achieved during 2009 or 2010, small, yet significant improvements have been made in student achievement over the past three years.

55 students were tested with the California Alternate Performance Assessment (CAPA) this year. The CAPA measures how well students are doing in relation to a subset of California Standards appropriate for students with significant cognitive disabilities.

Conclusion – Needs assessment

Student Achievement

While the disaggregation of test-score data illuminates the lower performance of significant sub-groups, especially English Learners, the basic facts remain clear: The majority of Alternative Education students are scoring at or below the basic level on CSTs. While CAHSEE pass rates are increasing, and greater than 95% of students pass prior to completing their high school credits, many students are still struggling. Literacy and numeracy, therefore, continue to be a direct focus for SCCOE school programs- **Reading** (Word Analysis, Comprehension, and Literary Response)**, Writing** (Strategies and Conventions)**, and Mathematics** (Probability and Statistics, Number Sense, Algebra and Functions, Measurement and Geometry, and Algebra I). In Alternative Education, standardizing the ELA and Math Core curriculum and adopting research and standards based intervention programs for ELA and Math will be necessary if we are to see further gains across sites and to close achievement gaps. These programs would require placement, formative and summative assessment components to individually target necessary instruction and would also require a strong ELD component.

A reliance on state-provided achievement data has limited the SCCOE in its ability to identify and close individual learning gaps. The purchase and implementation of a student demographic and achievement warehouse, such as Data Director, capable of tracking student growth over time and disaggregating pertinent data would allow for more effective use of data to inform instruction.

Professional Development and Hiring

Professional development for the 2010-2011 school year has focused on Technology in the classroom, classroom management, and teacher collaboration using benchmark assessment data to improve instruction at all school sites.

Alternative Education and Special Education hired several new to the profession teachers during 2010-11. This trend will likely continue over the next several years, as many veteran teachers near the age of retirement.

It has been a few years since the focus of staff development in Alternative Education centered on teaching strategies such as differentiation, multiple learning modalities, SDAIE, and English Language Development. New to the profession teachers would certainly benefit from such a renewed focus, and veteran teachers would benefit from a refresher. A 2011 staff development survey revealed that 25% of teachers and 100% of administrators have completed training using current standardized adopted core materials, which would most likely lead to improvements in overall student achievement. 100% of MS math teachers and administrators have completed training using the newly adopted core and intervention math materials. 75% of HS math teachers have participated in recent math training using the HS core intervention/CAHSEE Prep. Materials. It is the goal to train 100% of ELA and Math teachers in the newly adopted core and intervention materials by October 2012.

Both administrators and teachers will participate in specific training directed at effective strategies for English Learners and students with disabilities, beginning in 2011. Teachers and administrators will be collaboratively grouped and participate in a 5 session training focusing on Differentiation, ELD and SDAIE strategies.

Differentiated Instruction:
    Differentiating the classroom, content, and products based on student needs, paying attention to student preferred learning modalities such as: Visual, auditory and kinesthetic.

SDAIE and ELD:

- Use of graphic organizers-pictures can be used for those that do not read English.
- Use of wait time.
- Encourage oral language.
- Tapping prior knowledge.
- Use Total Physical Response (TPR)
- Use body movements/facial expressions and gestures.
- Lower the affective filter.
- Explicit vocabulary development
- Use realia, graphic organizers, and visual clues.
- Repetition and practice
- Explicitly teach discourse patterns.
- Encourage student to draw upon L1 (their primary language).
- Reduce idiomatic expressions and use short simple sentences. Also slow down your pace when speaking.
- Preview the content with the student prior to classroom instruction, or through more simple English text.
- Use cooperative groupings.

Alternative education faces a unique challenge when it comes to providing students with 'highly qualified" teachers. Many school sites are one or two teacher sites, requiring teachers to be credentialed in more than one core area. Alternative Education is researching ways to ensure new to the profession teachers who are not covered under Housse, can quickly become highly qualified.

<u>School Safety</u>
SCCOE is dedicated to creating safe learning environments for all students. Counselors are available at all school sites. And a recent 2011 survey revealed that more than 90 percent of students and staff perceive SCCOE school sites to be safe.

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.

- All special needs students experience a multidisciplinary assessment prior to their entry into special education. Measurable goals and objectives are constructed by parents and service providers in the context of an IEP meeting. These goals and objectives are increasingly aligned with state student academic standards. Progress on these objectives are rated several times during each school year. Goals and objectives are examined and updated annually. Further multidisciplinary assessments are conducted triennially. Special needs students are also evaluated through the California Standardized Testing and Reporting (STAR) program and the California Alternate Performance Assessment (CAPA) program. Analysis of the results of these assessments guides individual and program planning in increasing student performance in the area of state student academic standards.

- Beginning in 2011-2012, all alternative education students (6th-12th grade) will be evaluated with diagnostic placement assessments upon entry into the program and at each reporting period. Students will be locally assessed using SBE and locally adopted core and intervention publisher provided assessments. Teachers will be trained in the use of these assessments.

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

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards for all students by: (ALT ED) ▪ Adopting and purchasing standards-based core and intervention reading textbooks and supplemental materials for middle school and high school 　▪ Curriculum Team conducts study of SBE adopted materials 　▪ Committee Selects Publisher and Texts 　▪ Publisher provided trainings for teachers, aides, and administrators 　▪ Use publisher provided placement assessments to ID and place students in correct intervention courses 　▪ Implement program with fidelity 　▪ Use publisher provided assessments to ID students for transition to core program (CBL)	AE Curriculum Team May-July 2011 May 2011-July 2011 July 2011 September 2011-2014 September and upon enrollment 2011-2014 2011-2014 Quarterly 2011-2014	Materials cost	$50,000	IMFRP and Title I
▪ Revising Standards-based curriculum course outlines for middle school ELA to include course descriptions for middle school using SBE and local board approved core and intervention materials.	AE Curriculum Team May 2011-June 2012	Release time/subs	3,000	General Fund
▪ Revising Standards-based curriculum course outlines for ELA to include course descriptions for high school using Local Board Adopted programs for core with ELD, intervention and intervention with ELD and for English Learners.	AE Curriculum Team May 2011	Release time/subs	3,000	General Fund

▪ Providing teacher training in the implementation of and instruction using the above-mentioned texts and materials.	AE Teachers August 2011	Professional Development Trainers	20,000	Title I, Part A
▪ Providing training to administrators in how to coach, supervise, and evaluate teachers using the newly adopted materials.	AE Administrators August 2011	SCCOE C&I staff	None	In Kind
▪ Teacher lessons will specifically reference for students standards and objectives being addressed.	AE Teachers Beginning August 2011	None	None	0

(Special Ed.)

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 provided 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).

• Provide teachers with the appropriate California standards document according to their student age levels	SE Director May 2011-June 2014	Materials	5000	General Fund
• 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.	SE Director, SE Curriculum Team May 2011-June 2014 SE Director, Curriculum Team May 2011-June 2014	Materials Materials	25,000 12,000	General Fund General Fund
• Provide early literacy materials for 0-5 year program	SE Director,	Materials	0	General Fund

	Curriculum Team May 2011-June 2014	Materials	12,000	General Fund
• 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. • Continue to provide a continuum of locally and SBE-adopted R/LA materials, to students with disabilities, as identified in IEP goals.	SE Director, IEP Teams, Curriculum Team May 2011-June 2014 SE Director, Curriculum Team May 2011-June 2014	Materials	15,000	General Fund
2. Use of standards-aligned instructional materials and strategies: Major strategies the county will use: ALT ED. ▪ Teachers use state and local assessment results to place students in the correct ELA courses. ▪ Teachers implement newly adopted ELA programs.	AE Teachers August 2011 and ongoing with rolling enrollment AE Teachers Daily, beginning August 2011	Staff Development Time None	None None	0 0 General Fund

▪ Frequent benchmark assessment results will serve to drive a focused instructional program that includes re-teaching, remediation, and informed promotion from intervention to core courses.	AE Teachers Quarterly, beginning 2011	Common benchmark development	12,000	
▪ Teachers will be trained in effective teaching strategies such as differentiation, student groupings, re-teaching, learning modalities, etc. using SBE and locally adopted core and intervention materials.	AE Administrators, Teachers, Curriculum Team	Professional Development	12,000	Title II
▪ Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms	AE Administrators Beginning September, 2011	None	None	0
▪ New teachers will participate in the New Teacher Project that focuses on Standards Based Standards and Instruction.	New Teachers/NTP staff beginning September 2011	New Teacher Project Induction costs	25,000	Title II
▪ Implement both formative and summative standards-based assessments. Teachers will routinely and collaboratively examine assessment results and student work to ensure mastery of standards and to inform instruction.	AE Directors, Teachers	Teacher Training Costs	3,000	General Fund
SP. ED. Strengthen the content and consistency of delivery of R/LA instruction between similar programs and classrooms. ▪ Review list of district-approved supplemental materials with teachers ▪ Review a list of district-approved R/LA intervention materials with teachers ▪ 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. ▪ Provide time and structure for collaborative curriculum groups	SE Director, Teachers, beginning September 2011	Staff Development Time	None	0

to share curricular materials and instructional approaches.

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3. Extended learning time: ALT. ED. ▪ The County Office will provide extended learning time in order to facilitate smaller group structures to maximize learning time for reading and English Language Development instruction (e.g., Homework Center, before or after school tutorials, and Summer School). Extended Learning time will focus on students performing two or more years below grade level. ▪ Notify parents of qualifying students of the availability of free Supplementary Educational Services (SES) via mail and provide funding for services upon request up to 20% of Title I dollars.	AE Administrators Teachers/Parents Paraprofessionals Beginning September, 2011	Staff Stipends	15,000	CAHSEE Intensive
▪ Extended school year is offered for 4 weeks in the summer months. Specific extended school year services, focusing upon specific IEP goals and objectives where a student has demonstrated regression during extended breaks from school may be listed on the IEP.	AE teachers and paraprofessionals June –July annually	Staff Service Agreements	75,000	General Fund
SP. ED. ▪ Continue to offer extended school year services for eligible students as written in their IEPs.	SE Director, Teachers, paraprofessionals SE IEP Teams, Annually	Extra teaching and tutoring hours	15,000	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Major activities to enhance reading learning as found in the County Technology plan: ALT. ED.				
▪ Provide up to date computers, as needed, in every classroom	Tech Specialists September, Annually	Continual maintenance and replacement of computers	30,000	Title I, Part A
▪ Pilot the use of Smart Board Technology in court and community school classrooms. This will include teacher training.	Teachers, Tech Support Team, Smart Trainer, January 2012	Smart Technology components	40,000	Title I, Part A
▪ Use of video streaming to stimulate student interest in topics.	Technology Trainers Teachers 2011-2014	Streaming Subscription	12,000	General Fund
▪ Use of on-line diagnostic assessments to place students in appropriate course levels.	AE Administrators, Teachers, Paraprofessionals August-June 2011-2014	Publisher Provided Training	8,000	General Fund
▪ Increase the use of ELA SBE and locally board adopted, publisher provided, on-line supplementary and extension tools, especially with lower performing students.	AE Teachers Beginning August 2011-2014	Training/Tech time	6,000	General Fund
▪ Increase Internet speeds at school sites as needed to ensure proper operation of on-line programs.	Tech Support September, Annually	Tech time/increased telecommunication costs	1,000	General Fund
▪ Increase the use of relevant on-line learning tools such as Plato Learning Systems and OdysseyWare for credit recovery.	AE Administrators and Teachers Beginning August 2011	Software program costs/Training Costs	30,000	General Fund

▪ Promote Teacher use of the Internet to access English Language Arts and English Language Development lesson ideas and topics in order to assist teachers in successfully teaching all students.	AE Administrators and Teachers Beginning August 2011	Tech and C&I Trainers	3,000	General Fund
SP. ED. **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.				
▪ Purchase additional classroom computers, software, and adaptive equipment as required by student IEP/IFSP for access to the core curriculum	SE Director, Tech Services, Beginning August 2011	Computers, Tech Services/Maintenance	18,000	General Fund
▪ Implement research-based software for Reading Intervention to supplement student instruction in reading using technology as the primary tool.	SE Teachers, Tech Support, Beginning August 2011	Tech Support	3,000	General Fund
▪ Continue to expand internet service to all classrooms for instructional purposes	Tech Support Beginning August 2011	Telecommunications Cost	1,000	General Fund

5. Staff development and professional collaboration aligned with standards-based instructional materials:				
The County will provide opportunities for County-wide staff development activities aligned to standards-based materials:				
ALT. ED.				
▪ Administrators will participate in training modules addressing ELA content standards.	AE Administrators Annually, 2011-2014	Trainer Costs	4,000	General Fund
▪ Teachers will participate in training on the use of state-adopted and local board adopted materials instruction with an emphasis on standards-based materials.	AE Teachers September 2012	Trainer Costs	9,000	Title II
▪ New teachers will participate in New Teacher Project activities that focus on using standards-based ELA materials.	AE Teachers Annually 2011-2014	New Teacher Project cost	10,000	General Fund
▪ Teachers and paraprofessionals will participate in groups to collaboratively analyze state and local assessment results and student work to inform instruction	AE Teachers, Paraprofessionals 2011-2014	Staff meeting times	0	0
▪ County will provide staff development for paraprofessionals to develop their understanding and practice of effective ELA instructional strategies.	AE Paraprofessionals September to June 2011-2014	Cost of C & I Ed services, Division ELA Project, Teacher led workshops	5,000	General Fund
SP. ED.				
▪ Administrators will participate in training modules addressing ELA content standards.	SE Administrators September – June 2011-2014	Trainer Costs	4,000	General Fund
▪ Teachers will participate in training on the use of state-adopted and local board adopted materials instruction with an emphasis	SE Teachers Beginning August 2011	Trainer Costs	9,000	Title II

on standards-based materials.				
▪ New teachers will participate in New Teacher Project activities that focus on using standards-based mathematics materials.	SE Teachers September-June 2011-2014	New Teacher Project cost	10,000	General Fund
▪ Teachers and paraprofessionals will participate in groups to collaboratively analyze state and local assessment results and student work to inform instruction	SE Teachers, Paraprofessionals 2011-2014	Staff meeting times	0	0
▪ County will provide staff development for paraprofessionals to develop their understanding and practice of effective ELA instructional strategies.	SE Paraprofessionals September-June 2011-2014	Cost of C & I Ed services, Division Math Project, Teacher led workshops	5,000	General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): ALT. ED.				
▪ Required advisory groups will be established to represent all subgroups with regard to ELA achievement.	Meeting time, Duplication, Mailing September-June 2011-2014	Meeting time, Duplication, Mailing	1,000	General Fund
▪ The County will maintain a Site Council comprised of staff, parent(s), and community representative(s) which: o Receives reports on student assessment results. o Communicates the results to school community. o Contributes input on how to improve the school's ELA program.	Meeting time, duplication & mailing costs	Meeting time, duplication & mailing costs	1,000	General Fund
● County will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.	Central office clerical Annually	Mailing cost	1,000	General Fund
● Parent Notification of identification/assessment (Spanish/English).	Directors, clerical, Annually	Mailing cost	1,000	General Fund
● County works closely with Foster Youth Services to communicate student progress.	FYS Coordinator September-June 2011-	Staff time	3,000	FYS Grant

▪ Newsletter mailings to promote special ELA events, testing calendars, and opportunities for training.	2014 Clerical, June-September, 2011-2014	Duplication, mailing costs	1,000	General Fund
▪ County web site promoting special ELA events, testing calendars, SARC information, Single Plan, and opportunities for training.	Tech Team/Web Master time-September-June, 2011-2014	Tech Team/Web Master time	3,500	General Fund
▪ Conduct annual parent survey to obtain feedback on the ELA program.	Clerical, January 2011-2014	Duplication, mailing costs	1,000	General Fund
• Parents/guardians invited to participate in IEP meeting.	Directors, Teachers Ongoing 2011-2014	Mailing cost, clerical time	1,000	General Fund
▪ Provide information to parents of qualifying students of the availability of free SES	AE Pupil Data Specialist Annually upon enrollment	Mailing Costs	1,000	General Fund
• Probation officers encourage students to succeed academically.	POs - Ongoing	No cost	0	0
• Parents will be invited to Back-to-school nights to learn about their child's progress.	Principals, teachers November 2011-2014	Mailing and duplication costs	1,000	General Fund
SP. ED. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP goals at IEP meetings and with quarterly reports.	SE Director, SE Teachers, Clerical Staff Ongoing 2011-2014	Mailing Costs for progress reports	1,000	General Fund

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): County services that cover both classroom and other activities include: (ALT ED) • Parent/student information meetings.	AE teachers, families Beginning august 2011	AE Administrators/Teachers	None	0
• Grade transition meetings for entry into middle school/junior high, high school, and post secondary.	Directors, Teachers Beginning August 2011	Mailing costs	1,000	General Funds
• Translation provided as needed.	AE Administrators Bilingual Staff, Ongoing, 2011-2014	Staff time	0	0
• Grade level articulation meetings.	AE Teachers Beginning August 2011	Sub pay	1,000	Title 1 Funds
• Title I aides in 6-12 classrooms to assist teachers with supplemental support in helping identified students acquire reading skills.	Teachers /Paraprofessionals Beginning August 2011	Additional Paraprofessionals	10,000	Title 1 Funds
• Summer school tutorial programs in reading to assist with grade-level transitions.	Teachers/Paraprofessiona Annually June-July 2011-2014	Summer Service Agreements	15,000	Title 1 Funds
		Education assistant salaries	25,000	Title 1 Funds
• Instructional Aides will work in juvenile hall classrooms to assist teachers in helping students acquire reading skills.	AE Paraprofessionals August-June 2011-2014	No Cost	0	0
• Reading intervention courses will be provided to all students reading 2 or more years below grade level.	AE Teachers August-June 2011-2014	No Cost	0	0
• County clearly communicates with districts regarding the referral and return of students to and from county programs. (SP. ED.)	Directors, Teachers, Clerical 2011-2014	No Cost	0	0

▪ Continue collaboration with parents and IEP 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.	SE Director, Teachers, Students, Parents, IEP team members 2011-2014	Student Workers	15,000	General Fund
▪ Continue to support community-based education allowing students to learn beyond the classroom.	SE Teachers, Paraprofessionals, Community Partners 2011-2014	No Cost	0	0
▪ 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.	SE Director, Teachers, Students, Parents, IEP team members 2011-2014			
8. Monitoring program effectiveness: ALT. ED./SP. ED. ▪ The County/Board and school administration will fully support the Public School Accountability Act.	AE/SE, Director, Clerical Staff 2011-2012	Technology Assistance Programmer for data collection	5,000	General fund
▪ The County will participate in the California standards-based State Testing and Reporting System (STAR) and the California Alternate Performance Assessment (CAPA) program.	AE and SE, Assistant Directors, Teachers 2011-2014	Clerical Staff – additional time	2,500	General Fund
▪ Test data, AYP and API results will be used to monitor programs, inform instruction, and drive changes in math instructional practices where needed.	AE/SE Curriculum Team, Directors 2011-2014	No cost	0	0
▪ Use of DataDirector to store and disaggregate state and local assessment data to inform instruction.	AE/SE Administrators, Teachers, September 2012	Training costs	3,000	General Fund
▪ Teachers will regularly examine student work to: determine mastery of math standards; inform instruction; drive changes in reading instructional practices; and provide re-teaching where	AE/SE Teachers, Curriculum Team 2011-2014	Teacher Stipends	4,000	General Fund

Description of Specific Actions to Improve Education Practice	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
needed.				
▪ Regular evaluation of certificated and classified staff per union contracts	AE/SE Administrators Annually, 2011-2014	No Cost	0	0
▪ Director walk-throughs and classroom observations will be used to monitor the effectiveness of the Core and Intervention math programs.	AE/SE Administrators, Teachers 2011-2014	No Cost	0	0
▪ Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in reading.	Teachers, 2011-2014	Substitute pay	2,000	General Fund
Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

9. Targeting services and programs to lowest-performing student groups: ALT. ED. o Continue to identify students performing two or more years below grade level, and provide appropriate intervention using state and locally approved materials.	AE Curriculum Team, Teachers Quarterly, 2011-2014	Texts and materials	$50,000
o The County will implement the recent purchase of Data Director to conduct comprehensive data analyses and identify those students not meeting grade-level ELA content standards.	AE/SE Administrators September-June 2012-2014	Program purchase and setup costs	$10,000
• Use of paraprofessionals in classrooms as needed.	Educational Assistants Sept.-June 2011-2014	Educational Assistants	25,000
• Multiple periods of reading ELD offered to identified students.	AE Teachers, Directors Sept. – June 2011-2014	No cost	0
• Teachers will use differentiated, scaffolding, re-teaching, and English Language Development instructional strategies to provide for the individual reading needs of identified students.	AE Curriculum Team 2011-2014	Meeting costs, materials	2,000
SP. ED. ▪ 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: Speech/language therapy, audiology services, vision and mobility services, occupational therapy, physical therapy specialized health services , adaptive physical education, counseling ,positive behavior planning and social skills training, and English Learner services for the students identified as EL.	SE Director, Teachers, IEP Team members 2011-2014	Implementation Materials	75,000
▪ Continue to provide small class sizes for preschool through secondary students ▪ Continue to provide low teacher/adult to student ratios	Directors, 2011-2014	Personnel	

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▪ Continue to provide small class sizes for preschool through secondary students	SE Administrator 2011-2014	No Cost	0	0
▪ Continue to provide low teacher/adult to student ratios	SE Administrator 2011-2014	No Cost	0	0
• Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student.	SE Administrator, Teachers, paraprofessionals 2011-2014	No Cost	0	0

10. Any additional services tied to student academic needs:				
ALT. ED. ▪ The County will provide student support through, counselors, social workers and additional services for students and their families in the areas of communication skills, housing, mental and emotional health, etc., whenever needed.	Paraprofessionals August-June 2011-2014	No Cost	0	0
▪ Explore the possible use of the following auxiliary services to enhance the regular program:				
o Mentors/Tutors through Foster Youth & Big Brothers, Big Sisters	Directors, FYS Coordinator 2011-2014	Cost of time coordinating Tutors & Mentors	5,000	FYS Funds
o Student Study Teams	FYS Asst, UCSC Tutors, 2011-2014	Meeting cost	0	0
o Reading enrichment programs	Directors, Parents, Teachers, Probation 2011-2014	Cost of materials Stipends for Team	24,000	IMFRP
SP. ED ▪ Psychologists are available and work with the IEP/IFSP teams in the testing and evaluation of students.	SE Psychologist 2011-2014	Evaluation costs	25,000	General Fund
▪ 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.	SE Administrator, SE teachers, district school staff, 2011-2014	No Cost	0	0
▪ Service providers work with students whose needs qualify them for additional services. These include any of the following services as needed by the student and based upon qualification: audiologists, nurses, occupational/physical Therapists, speech and language pathologists , adaptive physical education specialists, orientation/mobility specialists workability coaches work with post secondary students for on-the-job training, counselors/Therapists, and behavior specialists.	SE Administrator, Teachers, paraprofessionals 2011-2014	No Cost	0	0

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)

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

1. Alignment of instruction with content standards:
 	
The district will take the following steps to align instruction with content standards for all students by:
ALT ED
▪ Adopting and purchasing standards-based core and intervention reading textbooks and supplemental materials for middle school and high school
 	
    ▪ Curriculum Team conducts study of SBE adopted materials
    ▪ Committee Selects Publisher and Texts
    ▪ Publisher provided trainings for teachers, aides, and administrators
    ▪ Use publisher provided placement assessments to ID and place students in correct intervention courses
 	
    ▪ Implement program with fidelity
    ▪ Use publisher provided assessments to ID students for transition to core program
	AE Curriculum Team May-July 2011 (MS) May-July 2012 (HS)
	May 2011-July 2011
	July 2011
	September 2011-2014
	
	September and upon enrollment 2011-2014
	
	2011-2014
	Quarterly 2011-2014
		Materials cost	$50,000	IMFRP and Title I

▪ Revising Standards-based curriculum course outlines for middle school math to include course descriptions for using SBE approved core and intervention materials.	AE Curriculum Team September 2012 (MS) January 2013 (HS)	Release time/subs	3,000	General Fund
▪ Revising Standards-based curriculum course outlines for math	AE Curriculum Team September 2012 (MS) September 2013	Release time/subs	3,000	General Fund

to include course descriptions for high school using Local Board Adopted programs for core and intervention	(HS) AE Teachers OCT. 2012/OCT. 2013			
▪ Providing teacher training in the implementation of and instruction using the above-mentioned texts and materials.	AE Administrators Oct. 2012/Oct. 2013	Professional Development Trainers	20,000	Title I, Part A
▪ Providing training to administrators in how to coach, supervise, and evaluate teachers using the newly adopted materials.	AE Teachers Beginning August 2011	SCCOE C&I staff	None	In Kind
▪ Teacher lessons will specifically reference for students the standards and objectives being addressed.		None	None	0

SP. ED.

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).

• Provide teachers with the appropriate California standards document according to their student age levels	SE Director May 2011-June 2014	Materials	5000	General Fund
• Provide teachers with the core curriculum and supplementary materials in math 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.	SE Director, SE Curriculum Team May 2011-June 2014	Materials	25,000	General Fund
• Provide early literacy materials for 0-5 year program	SE Director, Curriculum Team	Materials	12,000	General Fund

	May 2011-June 2014	Materials	0	General Fund
• 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.	SE Director, Curriculum Team May 2011-June 2014			
• Continue to provide a continuum of locally and SBE-adopted math, to students with disabilities, as identified in IEP goals.	SE Director, IEP Teams, Curriculum Team May 2011-June 2014	Materials	12,000	General Fund
• Purchase supplemental core and intervention curriculum materials to increase access for special education students	SE Director, Curriculum Team May 2011-June 2014	Materials	45,000	General Fund
2. Use of standards-aligned instructional materials and strategies: Major strategies the county will use: ALT. ED.				
▪ Teachers use state and local assessment results to place students in the correct math courses.	AE Teachers Quarterly, beginning Feb. 2012 and ongoing with rolling enrollment	Staff Development Time	None	
▪ Teachers implement newly adopted math programs.	AE Teachers	None	None	0

	Daily, beginning August 2011			
▪ Frequent benchmark assessment results will serve to drive a focused instructional program that includes re-teaching, remediation, and informed promotion from intervention to core courses.	AE Teachers Quarterly, beginning 2012	Common benchmark development	12,000	General Fund
▪ Teachers will be trained in effective teaching strategies such as differentiation, student groupings, re-teaching, learning modalities, etc. using SBE and locally adopted core and intervention materials.	AE Administrators, Teachers, Curriculum Team 3x annually 2011-2014	Professional Development	12,000	Title II
▪ Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms	AE Administrators Beginning September 2011	None	None	
▪ New teachers will participate in the New Teacher Project that focuses on Standard Based Standards and Instruction.	New Teachers/NTP staff beginning September 2011	New Teacher Project Induction costs	25,000	Title II
▪ Implement both formative and summative standards-based assessments. Teachers will routinely and collaboratively examine assessment results and student work to ensure mastery of standards and to inform instruction.	AE Directors, Teachers Quarterly, 2011-2014	Teacher Training Costs	3,000	General Fund
SP. ED.				
▪ Strengthen the content and consistency of delivery of math instruction between similar programs and classrooms.	SE Director, Teachers 3x annually 2011-2014	Staff Development Time	None	
▪ Review list of district-approved supplemental materials with teachers				
▪ Review a list of district-approved R/LA intervention materials with teachers				
▪ 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 math. ▪ Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches.				
3. Extended learning time: (ALT. ED.) ▪ The County Office will provide extended learning time in order to facilitate smaller group structures to maximize learning time for math instruction (e.g., Homework Center, before or after school tutorials, and Summer School). Extended Learning time will focus on students performing two or more years below grade level. ▪ Notify parents of qualifying students of the availability of free Supplementary Educational services via mail and provide funding for services upon request up to 20% of Title I dollars. (SP. ED.) ▪ Continue to offer extended school year services for eligible students as written in their IEPs.	AE Administrators Teachers/Parents Paraprofessionals 2011-2014 AE teachers and paraprofessionals, September and upon enrollment 2011-2014 SE Director, Teachers, paraprofessionals SE IEP Teams 2011-2014	Staff Stipends Staff Service Agreements Extra teaching and tutoring hours	15,000 75,000 15,000	CAHSEE Intensive General Fund General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Major activities to enhance reading learning as found in the County Technology plan: ALT. ED.				
▪ Provide up to date computers, as needed, in every classroom	Tech Specialists June – August 2011-2014	Continual maintenance and replacement of computers	30,000	Title I, Part A
▪ Pilot the use of Smart Board Technology in court and community school classrooms. This will include teacher training.	Teachers, Tech Support Team, Beginning Jan. 2012	Smart Technology components	40,000	Title I, Part A
▪ Use of video streaming to stimulate student interest in topics.	Technology Trainers Teachers 2011-2014	Streaming Subscription	12,000	General Fund
▪ Use of on-line diagnostic assessments to place students in appropriate course levels.	AE Administrators, Teachers, Paraprofessionals August-June 2011-2014	Publisher Provided Training	8,000	General Fund
▪ Increase the use of math SBE and locally board adopted, publisher provided, on-line supplementary and extension tools, especially with lower performing students.	AE Teachers August 2011-June 2014	Training/Tech time	6,000	General Fund
▪ Increase Internet speeds at school sites as needed to ensure operation of on-line programs.	Tech Support June-August 2011-2014	Tech time/increased telecommunication costs	1,000	General Fund
▪ Increase the use of relevant on-line learning tools such as Plato Learning Systems and OdysseyWare.	AE Administrators and Teachers Beginning August 2011	Software program costs/Training Costs	30,000	General Fund
▪ Promote Teacher use of the Internet to access English Language Arts and English Language Development lesson ideas and	AE Administrators and Teachers	Tech and C&I Trainers	3,000	General Fund

topics in order to assist teachers in successfully teaching all students. SP. ED. 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. ▪ Purchase additional classroom computers, software, and adaptive equipment as required by student IEP/IFSP for access to the core curriculum ▪ Implement research-based software for Reading Intervention to supplement student instruction in reading using technology as the primary tool. ▪ Continue to expand internet service to all classrooms for instructional purposes	Beginning August 2011 SE Director, Tech Services, Beginning August 2011 SE Teachers, Tech Support, Beginning August 2011 Tech Support Beginning August 2011	 Computers, Tech Services/Maintenance Tech Support Telecommunications Cost	 18,000 3,000 1,000	 General Fund General Fund General Fund
5. Staff development and professional collaboration aligned with standards-based instructional materials: The County will provide opportunities for County-wide staff development activities aligned to standards-based materials: (ALT. ED.) ▪ Administrators will participate in training modules addressing ELA content standards. ▪ Teachers will participate in training on the use of state-adopted and local board adopted materials instruction with an emphasis on standards-based materials.	 AE Administrators Beginning 2011 AE Teachers Beginning August 2011	 Trainer Costs Trainer Costs	 4,000 9,000	 General Fund Title II

▪ New teachers will participate in New Teacher Project activities that focus on using standards-based mathematics materials.	AE Teachers Beginning 2011	New Teacher Project cost	10,000	General Fund
▪ Teachers and paraprofessionals will participate in groups to collaboratively analyze state and local assessment results and student work to inform instruction	AE Teachers, Paraprofessionals 2011-2014)	Staff meeting times	0	0
▪ County will provide staff development for paraprofessionals to develop their understanding and practice of effective mathematics instructional strategies.	AE Paraprofessionals Beginning August 2011	Cost of C & I Ed services, Division Math Project, Teacher led workshops	5,000	General Fund
SP. ED.				
▪ Administrators will participate in training modules addressing math content standards.	SE Administrators Beginning 2011	Trainer Costs	4,000	General Fund
▪ Teachers will participate in training on the use of state-adopted and local board adopted materials instruction with an emphasis on standards-based materials.	SE Teachers Beginning August 2011	Trainer Costs	9,000	Title II
▪ New teachers will participate in New Teacher Project activities that focus on using standards-based mathematics materials.	SE Teachers Beginning 2011	New Teacher Project cost	10,000	General Fund
▪ Teachers and paraprofessionals will participate in groups to collaboratively analyze state and local assessment results and student work to inform instruction	SE Teachers, Paraprofessionals (2011-2014)	Staff meeting times	0	0
▪ County will provide staff development for paraprofessionals to develop their understanding and practice of effective mathematics instructional strategies.	SE Paraprofessionals Beginning August 2011	Cost of C & I Ed services, Division Math Project, Teacher led workshops	5,000	General Fund

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): ALT. ED.				
▪ Required advisory groups will be established to represent all subgroups with regard to math achievement.	AE ELAC, School Site Council Sept. 2011-June 2014	Meeting time, Duplication, Mailing	1,000	General Fund
▪ The County will maintain a Site Council comprised of staff, parent(s), and community representative(s) which: o Receives reports on student assessment results. o Communicates the results to school community. o Contributes input on how to improve the school's math program.	AE Staff, Parents, students, and community representatives Quarterly beginning September 2011	Meeting time, duplication & mailing costs	1,000	General Fund
• County will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.	Central office clerical Annually, 2011-2014	Mailing cost	1,000	General Fund
• Parent Notification of identification/assessment (Spanish/English).	Directors, clerical Annually 2011-2014	Mailing cost	1,000	General Fund
• County works closely with Foster Youth Services to communicate student progress.	FYS Coordinator 2011-2014	Staff time	3,000	FYS Grant
▪ Newsletter mailings to promote special math events, testing calendars, and opportunities for training.	Duplication, mailing costs 2011-2014	Duplication, mailing costs	1,000	General Fund
▪ County web site promoting special math events, testing calendars, SARC information, Single Plan, and opportunities for training.	Tech Team/Web Master time, annually 2011-2014	Tech Team/Web Master time	3,500	General Fund
▪ Conduct annual parent survey to obtain feedback on the mathematics program.	Duplication, mailing costs, Annually February 2011-2014	Duplication, mailing costs	1,000	General Fund
• Parents/guardians invited to participate in IEP meeting.	Directors, Teachers Ongoing	Mailing cost, clerical time	1,000	General Fund

▪ Provide information to parents of qualifying students of the availability of free SES	AE Pupil Data Specialist Annually and upon enrollment	Mailing Costs	1,000	General Fund
• Probation officers encourage students to succeed academically.	Ongoing	No cost	0	0
• Parents will be invited to Back-to-school nights to learn about their child's progress.	Principals, teachers November 2011-2014	Mailing and duplication costs	1,000	General Fund
SP. ED. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP goals at IEP meetings and with quarterly reports.	SE Director, SE Teachers, Clerical Staff On-going at IEP meetings	Mailing Costs for progress reports	1,000	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): County services that cover both classroom and other activities include: ALT. ED. ▪ Parent/student information meetings.	AE teachers, families Beginning august 2011	AE Administrators/Teachers	None	0
▪ Grade transition meetings for entry into middle school/junior high, high school, and post secondary.	Directors, Teachers Beginning August 2011	Mailing costs	1,000	General Funds
▪ Translation provided as needed.	AE Administrators Bilingual Staff, ongoing	Staff time	0	0
▪ Grade level articulation meetings.	AE Teachers Beginning August 2011	Sub pay	1,000	Title 1 Funds

▪ Title I aides in 6-12 classrooms to assist teachers with supplemental support in helping identified students acquire reading skills.	Teachers /Paraprofessionals Beginning August 2011	Additional Paraprofessionals	10,000	Title 1 Funds
▪ Summer school tutorial programs in reading to assist with grade-level transitions.	Teachers/Paraprofessiona Annually June-July 2011-2014	Summer Service Agreements	15,000	Title 1 Funds
▪ Instructional Aides will work in juvenile hall classrooms to assist teachers in helping students acquire math skills.	AE Paraprofessionals Beginning August 2011	Education assistant salaries	25,000	Title 1 Funds
▪ Math intervention courses will be provided to all students who are 2 or more years below grade level.	AE Teachers Beginning August 2011	No Cost	0	0
▪ County clearly communicates with districts regarding the referral and return of students to and from county programs.	Directors, Teachers, Clerical 2011- 2014	No Cost	0	0
(SP. ED.)				
▪ Continue collaboration with parents and IEP 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.	SE Director, Teachers, Students, Parents, IEP team members Ongoing, 2011-2014	No Cost	0	0
▪ Continue to support community-based education allowing students to learn beyond the classroom.	SE Teachers, Paraprofessionals, Community Partners Ongoing, 2011-2014	Student Workers	15,000	General Fund
▪ 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.	SE Director, Teachers, Students, Parents, IEP team members Ongoing, 2011-2014	No Cost	0	0

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: ALT. ED./SP. ED.				
▪ The County Board and school administration will fully support the Public School Accountability Act.	AE/SE Directors, Clerical Staff, Ed Services 2011-2014	Technology Assistance, Programmer for data collection	5,000	General Fund
▪ The County will participate in the California standards-based State Testing and Reporting System (STAR) and the California Alternate Performance Assessment (CAPA) program.	AE and SE Administrators, Teachers 2011-2014	Clerical Staff additional time	2,500	General Fund
▪ Test data and API results will be used to monitor programs, inform instruction, and drive changes in mathematics instructional practices where needed.	AE/SE Directors, Curriculum Team 2011-2014	No cost	0	0
▪ Teachers will regularly examine student work to: determine mastery of standards; inform instruction; drive changes in mathematics instructional practices; and provide re-teaching where needed.	AE/SE Teachers, Curriculum Team 2011-2014	Teacher stipends	4,000	General Fund
▪ The County will conduct a needs assessment and evaluation survey for students, teachers, and parents.	Project Director, Annually	Project Director time	No Cost	0
▪ Director walk-throughs and classroom observations will be used to monitor the effectiveness of the mathematics programs.	AE/SE Administrators, Teachers 2011-2014, ongoing	No Cost	No Cost	0
▪ Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in mathematics.	Teachers, 2011-2014	Substitute pay	2,000	General Fund

9. Targeting services and programs to lowest-performing student groups: ALT. ED.				
• Continue to identify students performing two or more years below grade level, and provide appropriate intervention using state and locally approved materials.	AE Curriculum Team, Teachers Beginning August 2011	Texts and materials	$50,000	Title 1 Funds
• The County will implement the recent purchase of Data Director to conduct comprehensive data analyses and identify those students not meeting grade-level math content standards.	AE/SE Administrators February 2012-June 2014	Program purchase and setup costs	$10,000	General Fund
▪ Use of paraprofessionals in classrooms as needed.	Educational Assistants Ongoing	Educational Assistants	25,000	Title 1 and General Fund
▪ Multiple periods of math intervention offered to identified students.	AE Teachers, Directors Ongoing with quarterly transitions 2012-2014	No cost	0	0
▪ Teachers will use differentiated, scaffolding, re-teaching, and English Language Development instructional strategies to provide for the individual math needs of identified students.	AE Curriculum Team August 2011-June 2014	Meeting costs, materials	2,000	General Fund
(SP. ED.)				
▪ 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: Speech/language therapy, audiology services, vision and mobility services, occupational therapy, physical therapy specialized health services , adaptive physical education, counseling ,positive behavior planning and social skills training, and English Learner services for the students identified as EL.	SE Director, Teachers, IEP Team members Ongoing 2011-2014	Implementation Materials	18,000	IDEA
▪ Continue to provide low teacher/adult to student ratios				
Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student.				

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▪ Continue to provide small class sizes for preschool through secondary students	SE Director Ongoing 2011-2014	No Cost	0	0
▪ Continue to provide low teacher/adult to student ratios	SE Director Ongoing 2011-2014	No Cost	0	0
• Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student.	SE Director, Teachers, paraprofessionals Ongoing 2011-2014	No Cost	0	0

10. Any additional services tied to student academic needs:				
ALT. ED.				
▪ The County will provide student support through, counselors, social workers and additional services for students and their families in the areas of communication skills, housing, mental and emotional health, etc., whenever needed.	Paraprofessionals Beginning August 2011	No Cost	0	0
▪ Explore the possible use of the following auxiliary services to enhance the regular program:				
○ Mentors/Tutors through Foster Youth & Big Brothers, Big Sisters	Directors, FYS Coordinator FYS Asst, UCSC Tutors 2011-2014	Cost of time coordinating Tutors & Mentors	5,000	FYS Funds
○ Student Study Teams	Directors, Parents, Teachers, Probation Ongoing 2011-2014	Meeting cost	0	0
○ Reading enrichment programs	Curriculum Team Ongoing 2011-2014	Cost of materials Stipends for Team	24,000	IMFRP
SP. ED.				
▪ Psychologists are available and work with the IEP/IFSP teams in the testing and evaluation of students.	SE Psychologist, On-going 2011-2014	Evaluation costs	25,000	General Fund
▪ 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.	SE Administrator, SE teachers, district school staff, Quarterly 2011-2014	No Cost	0	0
▪ Service providers work with students whose needs qualify them for additional services. These include any of the following services as needed by the student and based upon qualification: audiologists, nurses, occupational/physical Therapists, speech and language pathologists , adaptive physical education specialists, orientation/mobility specialists workability coaches work with post secondary students for on-the-job training,counselors/Therapists, and behavior specialists.	SE Administrator, Teachers, paraprofessionals, On-going 2011-2014	No Cost	0	0

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	**a.** • Systematic ELD instruction (classroom) using SBE and local board approved materials for ELD • SDAIE techniques for content instruction • Differentiated instruction • SCCOE is under contract by Stanislaus COE to monitor and assess Migrant Head Start Program. **b.** • Purchase of SBE and local board approved textbooks and materials to be used in Alternative Education classroom. • Attend Character Based Literacy Program Trainings. • Purchase of materials required for classrooms of teachers attending Character Based Literacy, with a Focus on ELLs. • Training for teachers to pass CLAD **c.** • CELDT scores reviewed • Interim assessments: Individual ELD Learning Plans with bi-annual reviews. • Report on yearly program review of ELD Learning Plans • ASAM indicators, suspensions, course credit completion. **d.** • Parent Notification of identification/assessment (Spanish/English) • Bi-annual review of ELD Learning Plans • Parent/guardian discussion at individual enrollment orientations. • Parent Participation in ELAC and School Site Council
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	**Alternative Education Program** • Use of SBE and local board approved texts and materials for English Learners. • CELDT scores and ELD Learning Plan benchmarks • Assess and develop instruction based upon student need and Individual Learning Plan • Instructional aides to help preview/review material for EL students • Low student to staff ratio for individualized attention SBE or local board approved, publisher provided diagnostic/placement assessments.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	**Alternative Education Program** a. • CLAD certification training for teachers • CELDT training • SDAIE workshops for teachers conducted by C/I department • Publisher provided professional development in best instructions strategies using SBE and locally approved ELD materials. b. • CLAD training for teachers • Train teachers to use publisher provided assessments to place students, measure growth, close learning gaps and to guide instruction • Professional development in literacy strategies c. • Professional development based on student data • Program assessment of student achievement d. • California Standards for the Teaching Profession (CSTP) professional evaluation model • CELDT scores

		Yes or No	If yes, describe:
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**NO**	
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**NO**	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**NO**	If yes, describe:

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No **NO**	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** **NO**	**If yes, describe:**
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** **NO**	**If yes, describe:**
	10. Other activities consistent with Title III.	**Yes or No** **NO**	**If yes, describe:**

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;
	Alternative Education Program
	
	a.
	  • Written policies/procedures related to Parent Notification (EL Handbook)
	  • CELDT scores and language proficiency determination
	  • CDE guidelines for EL determination
	
	b.
	  • CELDT scores and CDE guidelines for EL identification
	  • Written polices/procedures related to parent notification
	  • Level of proficiency, assessment tool and status: Parent Notification and Placement Form in place
	  • STAR Reading and Math Assessment
	  • IEP meeting discussions
	
	c.
	  • Parent Notification and Student Placement Form describes the following program options: Sheltered English Immersion, SDAIE, and mainstream academic instruction. The designated program for the student is indicated.
	  • ELD Learning Plans are given to parents per written procedures
	
	d.
	  • Core content areas are listed for the respective placement of each student.
	  • Written procedures individual ELD Learning Plans are given to parents
	
	e.
	  • Students will participate in grade appropriate courses
	  • State and locally adopted texts and materials are used that support language arts and ELD standards
	  • Language/fluency objectives are included in each special ed. Student's IEP
	
	g.
	  • IEP team discusses all student needs with parent at interim, annual and triennial meetings in the parent's primary language.

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

Required Activity	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.
		i.
		• Parent Notification Letter includes options for placement
		• Interpreters provided in Spanish and English
		
		ii.
		• Parent Notification Letter includes option to decline or select other instructional method
		• Interpreters provided for oral communication with parent
		
		iii..
		• Interpreters provided for oral communication with parent
		• Parent explanation is provided in Spanish and English

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.		For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No **NO**	If yes, describe:
	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**	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No **NO**	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No **NO**	If yes, describe:

	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**	**If yes, describe:**
	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**	**If yes, describe:**
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** **NO**	**If yes, describe:**

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
STAFF DEVELOPMENT VISION • Scientific research based staff development. • Staff development to build capacity of teachers. • Staff development is focusing on all students: differentiation. • Cultural diversity training. • Staff development addresses the diverse needs of all students – i.e. focus on special needs i.e. all significant sub groups. • Targeted staff development to build leadership to address closing the student achievement gaps. • Staff development building teacher technology literacy. ADMINISTRATIVE • Administrators participate in all staff development activities with teachers. • Attendance and presentation with Strategic Administrative Leadership training. PARAPROFESSIONALS • Targeted training for paraprofessionals.	STAFF DEVELOPMENT VISION • Refocus staff development on the proper implementation of previously and newly purchased ELA core and intervention materials, including Character Based Literacy, middle school SBE adopted Core and intervention materials, and high school intervention materials. • Refocus staff development on the proper implementation of newly purchased and adopted Math Core and intervention materials at all grade levels. • Focus publisher trainings around differentiation, scaffolding, and English language development strategies. • Develop and implement a plan to aid new to the profession teachers in becoming highly qualified. • Training to ensure that paraprofessionals meet NCLB highly qualified teacher requirements. • Development of a comprehensive system for integrating instruction, assessment and re-teaching. • Building quantitative assessment practices into lesson planning and unit development. • Data analysis training on how to collect, disaggregate, and analyze data to drive instruction. • Data analysis training on how to collect, disaggregate, and analyze data to drive staff development program. • Provide appropriate certification training, i.e. CLAD to meet the needs of EL and all students with special needs. • Staff development training that addresses meeting the needs of high achieving students. • Staff Development training in implementing new technologies in the classroom for teaching and learning, such as: Smart Technology, Data Director, and computerized tablets. ADMINSTRATIVE • Future training to support the identified needs of teachers and paraprofessionals based on student achievement needs. • Outreach and collaboration with local educational agencies to provide training for the specific needs of small school schools PARAPROFESSIONALS • Training to ensure that paraprofessionals meet NCLB highly qualified paraprofessional requirements. • Continued training in content and strategies to support student achievement needs.

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: (ALT. ED./SP. ED.) SCCOE will assist 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. Recruit, train and retain highly qualified Support Providers to work with every new teacher. Teachers will be fully trained in the implementation of adopted ELA and Math Core and Intervention materials, including Assessment, planning, Instruction, Analysis, and re-teaching methods. SCCOE Alt Ed. 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 • District-adopted core curriculum program including standards aligned supplementary materials	AE Administrators, Curriculum Team, Teachers	Materials	$50, 000	Title I, IMFRP

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• Intervention programs and materials • ELA/Mathematics frameworks • Use and development of placement/diagnostic, formative and summative assessments.	Beginning August 2011			
SCCOE Alt. Ed. will provide collaboration time for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.	AE Administrators, Curriculum Team, Teachers, Beginning August 2011	Staff Time	No Cost	0
Provide training/professional development in the following areas: • Curriculum delivery • Instructional strategies • Assessment strategies • Classroom management strategies • Use of technology • Intensive intervention strategies	AE Administrators, Teachers, Trainers August 2011-June 2012	Publisher Training	$12,000	Title 1
SCCOE will train all staff in the analysis of CAHSEE Cappa, and CST results (distribution of success across key areas)	AE/SE Administrators, Teachers, beginning August 2011	Staff Development Time	No Cost	0
SCCOE Alt. Ed. will develop, implement, and assess Benchmark standards in ELA and Math core and intervention courses.	AE Administrators, Curriculum Team, Teachers, August 2011-June 2014	Staff Development Time	No Cost	0
SCCOE Alt. Ed. will provide VPSS for teachers needing HQT status	AE Administrators August 2011-June 2014	Training Costs	$48,000	Title II, General Fund
SCCOE Alt. Ed. and Special Ed. will maximize the potential of Powerschool and Data Director at the staff level for immediate and on-demand input and sharing and analysis of all pertinent student demographic and educational, and assessment data.	AE/SE Administstrators, Teachers, Paraprofessionals, Office Staff Beginning August 2011	Staff Development Time	No Cost	0

Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator				
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The Curriculum/Instruction Department, AE/SE Staff Development Committees, and administrators will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and directors will serve as demonstrators and coaches for those who are less successful	AE/SE administrators, Curriculum Committees, Teachers, Paraprofessionals	Stipends or sub costs for teacher members of committees	$5,000	General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Santa Cruz County Office of Education serves the students in the achievement gap. These students typically perform in the 50th percentile or below in all subject areas on typical state mandated tests (CST and CAPA). Staff development will have impact by changing teacher instructional practices and behavior in a manner that increases student learning as measured by pre and post academic measurement. Teachers will learn to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction.	Curriculum/Instruction AE/SE Staff Dev. Committees Administrators Teachers, 2011-2014	Sub costs, stipends/hourly rate for teachers, presentation materials, mileage, duplicating costs	4,000	Title 2 Funds & General Fund
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: Professional development activities will address staff needs assisting all students to demonstrate academic growth. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom	AE/SE Staff Development Committees, AE/SE Directors Teachers	Sub costs, stipends/hourly rate for teachers, presentation materials,	$2,500	General Fund

management, interventions, and working with students' families, and other topics required by funding sources will be addressed. All available local state and federal fiscal resources for staff development will be coordinated to improve the knowledge of teachers and administrators in the following need areas: • Academic subjects. • Effective instructional strategies aligned to State content and academic standards and assessments. • Improve the knowledge of teachers and administrators in the following need areas: • Training to address the needs of different learning styles and students with disabilities/special needs. • Training on intervention materials and methods to improve student Achievement, including materials and strategies for English Learners. • Training on strategies to improve parent involvement, especially parents of immigrants and English Learners. • Training on using data to improve classroom practices and student learning.	SELPAs AE/SE Staff Development/ Curriculum Committees AE/SE Directors, Teachers SELPAs 2011-2014	mileage, duplicating costs Sub costs, stipends/hourly rate for teachers, presentation materials, mileage, duplicating costs	$20,000	General Fund
• 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: The following professional development activities will be made available to teachers and Directors. ▪ Training on unpacking and implementation of standards based curriculum.	 AE/SE Administrators, Teacher, 2011-2014	 Possible presenter fees	 1,000	 General Fund
▪ Training on using the adopted standards based core and intervention	Teachers, Directors	Teacher hourly	4,000	General Fund

materials.	2011-2014	stipends		
▪ Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on	AE Administrators, Teachers Monthly beginning in 2011	Possible presenter fees	1,000	General Fund
• Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of ELA and math.	AE Administrators, Teachers 3 days each year	Possible Presenter fees	1,000	General Fund
• Administrator's professional development will combine leadership roles in supporting standards implementation, organization and management for continuous improvement, while addressing diverse needs of students, particularly students in the lowest-performing groups.	AE/SEAdministrators, Trainers 2011-2014	Possible presenter fees	1,000	General Fund
• Training on the use of data and appropriate research based strategies to address diverse needs of students in order to close the achievement gap.	AE/SE Administrators, Teachers, 2011-2014	Possible Presenter fees	1,000	General Fund
• Training on cultural diversity of significant ethnic groups.	AE/SE Administrators, Teachers, 2011-2014	Substitute pay Workshop fees	2,000	General Fund
Professional development needs of teachers and administrators will be met in the following ways: • Regularly scheduled collaboration time embedded within the instructional week.	AE/SE Administrators, Teachers, 2011-2014	Release Time	No cost	0
• Calendared Staff development days.	AE/SE Teachers, Paraprofessionals, Administrators 2011-2014	Release Time	3,500	General Fund
• Release time and Incentives for and to attend workshops, classes and institutes.	Teachers	Substitute Pay Stipends Mileage	3,500	General Fund
• Use trained teachers to provide staff development, coaching, mentoring.	AE/SE Teachers	Stipends	3,000	General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: State, federal and local funds will be integrated to ensure that the County professional development plan includes technology-related activities linked to County and school trainings that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	All Staff 2011-2014	Technology Team cost	5,000	General Fund
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.): SCCOE will further the use of new technology in the classroom by acquiring new technology and provide ongoing training. New Technologies will include: • Smart Board technology for teaching and learning • Data Director data and assessment management system • On-line, publisher provided assessments, extension, and re-teaching lessons • On-line learning programs for course completion and credit	AE /SE Administrators, Teachers, paraprofessionals, IT staff, 2011-2014	Program and materials costs, training time, hardware and software maintenance	$30,000	General Fund

recovery				
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: ALT. ED A professional development team consisting of AE 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 School Site Council and ELAC meetings where this plan has been discussed. SP. ED. 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.	AE Staff, Staff Dev. Committee, and parents Ongoing May 2011- June 2014 SE Administrators, Teachers, and paraprofessionals August 2011 – June 2014	Staff time Staff Time	No Cost No Cost	0 0

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: □ 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; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning.				
Teacher collaboration time focused on selecting benchmark assessments for key essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.	SE/AE Curriculum Team, Teachers, Adminitrators, Probation, Mental Health, Paraprofessionals Monthly, 2012-2014	Substitutes, Materials purchase	2,000	General Fund
Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.	SE/AE Curriculum Team, Teachers, Directors, Probation, Mental Health, Paraprofessionals 3x annually 2011-2014	Substitutes, Materials purchase	2,000	General Fund
Provide intensive focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system. Teachers will engage in daily guided practice and team coaching in one or more of the following: English/language arts, English language development, and mathematics.	AE/SE Administrators, Teachers, 3x annually 2012-2014	Training on use of publisher provided on-line assessments, re-teaching, and extension materials	3,000	General Fun
Administrator's professional development will combine the leaders' roles in		Training expense	5,000	General Fund

supporting standards implementation, improvement with behavior management, working with students' families, and addressing diverse needs of students. (ALT ED – particularly students in the lowest-performing groups in the County, especially for new Administrators and those whose schools do not make AYP.)	AE/SE Administrators, Directors 2011-2014			
10. How the LEA will use funds under this subpart to meet the requirements 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.	AE Administrators, teachers, Human Resources Dept., beginning March 2012	Teacher release time, sub pay, and training/preparation costs	$45,000	Title II, General Fund
New Teachers will participate in the New Teacher Project BTSA Induction Program. This program includes intensive on-site mentoring/coaching by teacher experts.	AE/SE Teachers 2011-2014	Program participation costs	$15,000	General Fund

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

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

STRENGTHS	NEEDS
- Blood Borne Pathogens Training - Probation Officers - School Resource Officers - Small Class Size (1:24) - Paraprofessionals provide extra pair of eyes - Safe School Plan at all sites - Walkie-Talkies, Cell Phones - Quick Graffiti removal - Drug/Alcohol Counselors provided by Youth Services - Conflict Resolution Programs implemented by counselors - Life Skills Curriculum - Museum of Tolerance (all staff attended) - Mind, Body, Spirit Program that includes Physical Education, Wellness, and Nutrition components	- CPR Training - Nutrition Education - More Counselors - More options for Community Service

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.

CODE OF CONDUCT

ALTERNATIVE EDUCATION - Student Expectations:

Respect Myself

I have a right to be a successful and educated individual. I will contribute
To the school learning community by:

Attending class daily and on time

Putting forth my best effort in class

No drugs (possession, sales, use, or paraphernalia)

Setting and achieving my goals

Keeping my promises and agreements

Respect Others in My School, Family and Community

I have a right to be respected and will give respect to all others in my family, school and community. I agree to:

Wear neutral clothing only: No "colors", including any red or blue clothing (except blue jeans), no red or blue jewelry or accessories, no steel toed shoes, belts with letters or signs or any other clothing associated with violence, the promotion of illegal activity or the intimidation of others

Communicate with respect: No profanity, threats, mad-dogging, flashing gang signs, horseplay, gossip

Work out differences in a peaceful way: No intimidation. No weapons. No physical violence

Strive to be a positive leader and contributing member in my School, family and community

Follow staff directions and schools rules: No smoking. No visitors without permission of staff. No loitering in or around vehicles

Respect My Environment

I have a right to learn in a clean, safe environment. I respect the school
And neighborhood grounds by:

Keeping areas clean: No spitting, littering, graffiti, tagging, or vandalism of any type

Following designated travel areas and school boundaries: No loitering in hallways or entryways, no cutting through yards, no hanging out in front of school, parking only in the

rear of the school
Taking care of materials and equipment: No stealing, no writing
or drawing on textbooks or school materials, no kicking
volleyballs or basketballs, or hanging on nets.

Estoy de acuerdo a respetarme a mi mismo.
Yo tengo el derecho de ser un individuo educado y con exito
Yo contribuire a la escuela y con unidad de aprendisaje con lo siguiente
Asistieno a clases diariamente y a tiempo.
Poniendo mi mejor esfuerso en clase.
No drogas o acsesorios para uso de drogas o para uso personal o venta.
Fijando y logrando metas.

Manteniendo mis promesas y acuerdos.
Respetar a los demas en mi escuela, familia y comunidad.
Yo tengo el derecho de ser respetado y dare respeto a los demas en mi familia, escuela y comunidad.
Usare ropa de colores neutros.
No usare colores rojos o azules sinturones o acsesorios que me identifiquen como miembro de una pandilla o dibujos no apropiados en la ropa que promueve drogas, alcohol o dibujos obsenos o zapatos con casquillo.
La promocion de violencia, actividades ilegales, intimidacion a otra persona.
Me comunicare con respeto
No usare malas palabras para amenazar o insultar a otra persona.
No hacer signos de pandilla, chismear o hablar mal de otra persona cuando no esta presente.
Arreglar las diferiencias en una manera pacifica sin intimidar o harmar violencia fisica.
Sere un lider positivo ya sea en mi casa, escuela y comunidad.
Seguire las direcsiones, tradisiones y reglas.
Respetare el ambiente.
Yo tengo el derecho de aprender en un ambiente limpio y sano yo respetare la escuela y mi vecindario con lo siguiente: Manteniendo el area limpia, no tirar basura en el suelo, no hacer marcas con graffiti o destruir de ningun modo mi alrededor.
Estando en areas designadas para caminar en la escuela, no holgazanear en los pasillos entradas o visitar otras clases cuando no me corresponden, no quedarme enfrente de la escuela y solo estacionare solo atras de el edifisio.
Cuidando el material y equipo electronico de la escuela.
No robar, marcar, escribir o dibujar en los libros de la escuela, no patear las paredes o pelotas de volley boll o basket boll.

ACTIVITIES

- Monterey Bay Alternative School Athletic League
- Poets in the Schools
- William James Society Artists in the Schools
- Safety Plan implemented
- Dress code/Behavior Policies
- Mental Health Protocol
- Access to Educational Technology
- Culturally appropriate activities
- Fly Program
- Teacher Specific Training in classroom Management utilizing – "Classroom Management a California Resource Guide"
- Sports Program
- Character Based Literacy
- Workability
- Mind, Body, Spirit Physical Education Program
- Seven Challenges

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

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

STRENGTHS	NEEDS

- Implementation of Safe Schools Plan that is reviewed annually   - All activities are based on objective data based on the Healthy Kids survey and information gained from:
    School Crime Reports
    Attendance
    Truancy Data   - WASC Team Reported that schools were safe places to work and learn and awarded AE Team a six year accreditation.   - Counseling staff provides services to at-risk students and families related to tobacco, drug & alcohol abuse   - Character Based Literacy through Santa Clara University Teacher Training   - Provided ATODV Training to select new teachers
	- Lack of sufficient counseling staff to work with all students and families - Literacy Program for parents - Need more researched based curriculum for students experimenting/abusing drugs, tobacco & alcohol

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3__/01__/08__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: 1%	5th NA % NT %	5th NA % NT 71 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: 3%	NT 65%	NT 64 %
The percentage of students that have used marijuana will **decrease** biennially by: 3%	5th NA % NT 84 %	5th NA % NT 81%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:3%	NT 62%	NT 59 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 3%	NT 65%	NT 62 %
The percentage of students that feel very safe at school will **increase** biennially by: 1%	5th NA% NT 25 %	5th NA % NT 26%

The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 1%	NT 22 %	NT 21 %

Truancy Performance Indicator

The percentage of students who have been truant will **decrease** annually by ____1%__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.	___75%	74%

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date:** **_3_/01__/08__** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: 1%	5th NA % NT 32 %	5th NA % NT 33 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: 1%	5th N/A NT 49 %	5th N/A NT 49 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: 1%	5th NA % NT 17 %	5th NA % NT 18 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: 1%	5th NA %	5th NA %

	NT ⁴¹ %	NT ⁴² %

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 _____ **(Process to Collect Data)**	**Performance Indicator Goal**	**Baseline Data**
• Student Services Survey		
Gang Affiliation	1%	25%
Physical Abuse by significant other	1%	18%

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
Science, Tobacco & You	Tobacco	7-12	225	June 02	Sept 06	Sept 02
Botvins Life Skills	ATDV	6-10	225	June 00	Sept 06	Sept 00
Project Alert	ATD	6-10	225	Sept 03	Sept 06	Sept 03
Project Toward No Drug Abuse	ATD	9-12	450	Sept 03	Sept 06	Sept 03

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Drug/Alcohol Program Awareness – Youth Services	6-12
X	Conflict Mediation/Resolution	Counseling staff trains Students and Teachers	6-12
X	Early Intervention and Counseling	Provided by School Counseling Staff	6-12
X	Environmental Strategies	Graffiti removal; Clean, Safe, Facility	6-12
X	Family and Community Collaboration	Youth Services Probation, Group Home Society, Foster Youth Services	6-12
x	Media Literacy and Advocacy	Character Based Literacy, Santa Clara University-Teacher Training	6-12
x	Mentoring	UCSC Mentors, Big Brother, Big Sisters	6-12
x	Peer-Helping and Peer Leaders		6-12
x	Positive Alternatives	Guest Speaker	6-12
x	School Policies	Schools Handbooks Board Policy	6-12
x	Service-Learning/Community Service	Mandated Community Service	6-12
x	Student Assistance Programs	Counseling for Individual students as identified	6-12
x	Tobacco-Use Cessation	Included in Drug & Alcohol awareness class	6-12

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms	Character Based Literacy	6-12
	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.

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

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

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The Safety Committee and the Alternative Education/Special Education Curriculum Committee, composed of teachers, educational assistants, and administrators has selected the Project Toward No Drug Abuse from appendix C based on the needs assessment data from CHKS (California Healthy Kids Survey), CSSA, (California Safe Schools Assessment), and the referral categories of the students served by this county office. Project Toward No Drug Abuse was selected for our high school students after reviewing data from the student referrals which indicated that the majority of the students enrolled in the alternative education programs were placed for drug, alcohol and violence infractions.

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.

Every other year the county will administer the Student Services Survey to staff, parent, students, and teachers. The California Healthy Kids Survey will also be administered as required. This data is collected and reviewed by the Directors, staff, and the Safety Committee. This information is also shared with all staff and a discussion is held to determine strengths and weaknesses in the program. Adjustments will be made based on data. It is difficult because the same students are not tested from one year to the next. However, it is valuable to study trends and make improvements based on gathered data.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Santa Cruz County conducts a press conference to release countywide data from CHKS. Additionally a 45 minute video was produced which aired on local television based on the results from the CHKS. The video entitled "Safety Net" also airs in classrooms around the county. The video is made available for all community based organizations. The School Accountability Report Card published by SCCOE will be posted on the internet and available in all regional offices.

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])

All of the students served by Santa Cruz County Office of Education, Alternative Education Department fall into the "greatest needs" category. This is because students are referred primarily for drug, alcohol, or violence offenses either by the local school districts or the probation department.

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.

Alternative Education Assistant Director will continue to coordinate programs and work closely with SDFSC County Coordinator. He will attend county meetings to learn about services and will conduct CHKS with the rest of the county in November. Additionally, the Assistant Director will meet with CBO's, Probation and county D/A Director to ensure services for student population.

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

Parents are required to review all school policies/procedures during orientation prior to enrolling their child. Parent/s must meet with Director/Assistant Director before their child may be enrolled. Communication with primary care-givers is consistent and ongoing.

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.

The Cal-Safe program, AFLP and Cal-Learn program are serving teen parents at Watsonville Community School. Prevention/cessation programs are readily available and referrals when appropriate area made for teen parents.

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

Position/Title	Full time equivalent
Not Applicable	

| | |
| | |

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	• All AE/SE students upon the first week of enroll-ment review graduation requirements and complete an (ILP) Individual Learning Plan. This plan is reviewed quarterly by the student, parent, counselor & primary teacher. • School counselors in conjunction with students' primary teacher monitor student progress on a continual basis. Interventions are designed as needed to ensure all students success.	All Students	Teachers Administrators Counselors Probation Mental Health School Psychologist Parents/Guardians Ongoing due to rolling enrolment	The school will increase its graduation rate by .5% for 2011 and by .5% annually thereafter	Integrated Funding Resources
5.2 (Dropouts)	• Counselors monitor & identify students at-risk for dropping out • Counseling for all students • CAHSEE preparation • Continued participation in the Monterey Bay Alternative School Athletic League • PEP Grant PE Program • Vocational/Career Exploration Program • William James Society Artists/Poets in the School • Barrios Unidos Fly Program (Celebration of Culture & Diversity) • Big Brothers/Sisters Mentor Program	All Students	School Staff & Community Based Organization (ongoing)	The dropout rate will decrease from 13.6% to 11.6% by 2011	Integrated Funding Resources Community Based Organiza-tions

	• UCSC Tutors • Partnership with CSUMB • Partnership with Cabrillo College • Partnership with Youth Services (Drug & Alcohol Services)				
5.3 **(Advanced Placement)**	Santa Cruz County Office of Education Alternative Education does not offer Advanced Placement courses at this time. Students may take college courses through the local community college.				

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children eligible for Free/Reduced Price Lunch programs; •	
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.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if	SCCOE will purchase and implement SBE and locally board adopted, standards based materials in ELA and math including diagnostic assessment, formative and summative assessments, technology components and training in best teaching practices using the materials. New teachers will participate in the New Teacher Project induction program Teachers who are successful in raising test scores and closing achievement gaps will serve as coaches to other teachers. All teachers not yet determined to be HQT will participate in VPSS training to become so.

appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	

Additional Mandatory Title I Descriptions
(continued)

<table>
<tr>
<td colspan="2">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.</td>
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<td></td>
<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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<td>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:
• Identify children who are failing or most at risk of failing to meet the state academic content standards.
• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.
• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</td>
<td>SCCOE will analyze state testing data, utilize local placement assessments, and assessments that measure growth to identify those students performing two or more grade levels or below. These students will be offered intensive intervention in ELA and/or math to close learning gaps so that they might quickly be transitioned into the core program.</td>
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<td>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.</td>
<td>SCCOE connects all foster youth and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation.</td>
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<td>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.</td>
<td>The same intervention and core programs are offered to students in placement and in Juvenile Hall.</td>
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</table>

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	In 2009, the SCCOE went into program improvement. It did so because the SCCOE Alternative Education Program was unsuccessful at meeting its Academic Performance Index (API) growth targets for two consecutive years. Of Approximately 400 students tested, 141 students had valid scores that were calculated to determine this API. API is calculated by weighting valid CST scores and CAHSEE scores in all academic areas. A look at CST scores from 2008-2010 demonstrates that the majority of students performed below basic on most tests. While the SCCOE made its proficiency rate requirement for ELA using an alternate calculation, the school program did not make its required proficiency rate in mathematics. In both ELA and Mathematics, significant achievement gaps remain. The requirements of Year 1 Program Improvement, and specifically this LEA Addendum present the Santa Cruz County Office of Education and its Alternative Education Program with an opportunity to plan for and succeed at overall school improvement in the coming years. Focus, therefore, over the next several years will need to be in the areas of improving instruction in mathematics especially, but also in the area of English Language Arts. While implementation of the LEA plan to date has led to marked improvements in school programs and some improvement in student achievement, more could be done by formulating a strategic, step-by-step plan for targeted curriculum development and

	implementation across sites. The process will begin this year with a re-examination of ELA and mathematics standards. These standards will be mapped to the California High School Exit Exam and to the CSTs. Internal pre-assessments as well as on-going formative assessments will be designed and sequentially administered. Small Professional Learning Communities made up of qualified teachers will meet regularly to analyze formative assessment data, and to discuss and plan future instruction. Essentially, teachers will address and implement findings from four on-going essential questions:
	1. What standards do we want students to be able to master?
	2. How will we know when the mastery has been achieved?
	3. What will we do for students who continue to struggle?
	4. What will we do for those students who are already beyond proficency?
	The focus of this LEA Plan Addendum will center on ways to fully involve all staff and every student in making informed instructional decisions based on student needs throughout the process of programmatic implementation in ELA and mathematics. Parents will be involved through the School Site Council and the District English Learner Advisory Committee (DLAC).

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The SCCOE sent out a notification of school choice and SES options to all parents in October, 2010.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	All schools in the LEA are in Program Improvement. All students performing 2 or more years below grade level, receiving a free/reduced lunch are eligible for free SES.

Additional Mandatory Title I Descriptions

(continued)

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

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

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.
 	
In order to coordinate and integrate educational services, all available local, state, and federal fiscal resources for staff development will be coordinated to improve the knowledge of teachers, administrators, specialists, and para-professionals in the following need areas:
 	
- Academic subjects
- Effective instructional strategies aligned to state content and academic standards and assessments
- Improve the knowledge of teachers, administrators, specialists, and para-professionals in the following need areas:
  o Training to address the needs of different learning styles and abilities for all students
  o Training on intervention methods to improve student behavior
  o Training on strategies to improve parent involvement, especially parents of immigrants and English Learners
  o Training on using data to improve classroom practices and student learning, especially data gleaned from the following
	Three days per year are set aside for teacher and paraprofessional staff development. In addition, staff meets four times monthly, two hours per meeting. This time is spent in staff development.

assessments:
    API
    AYP
    CELDT
    CAHSEE
    STAR
    CAPA
    CST	

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. □ Parents are informed via letters and the COE website. □ Teachers maintain close communication with parents via telephone and email to discuss each student's progress. □ Every school holds a back to school night and an open house. Schools hold award ceremonies and other special events and celebrations relevant to the student population and community □ Parents attend student IEP meetings □ Parent participation in School Site Council and ELAC/DLAC	

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Program effectiveness and coordination of education services will be enhanced by: - The LEA will request student records, with parent consent, for all students who have participated in preschool programs, special education programs, and limited English proficiency programs in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. - Students with disabilities are served seamlessly from Early Start (birth) through pre-school non-severe (ECATS) and preschool special day classes before transitioning to county school-age special education programs. Whenever a home school district has a more appropriate program than SCCOE, the student is transitioned through IEP meetings to return to the district.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 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.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) Have the lowest proportion of highly qualified teachers;
  (B) Have the largest average class size; or
  (C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

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

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors

- 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

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

   - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

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

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

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

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

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

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

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

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

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

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) Truancy rates;

    (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

    (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

    (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of

schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 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 access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Michael Watkins

_____
Print Name of Superintendent

                                                        6/16/11

_____   _____
Signature of Superintendent   Date

Arnold Levine

_____
Print Name of Board President

                                                        6/16/11

_____   _____
Signature of Board President   Date
Not Applicable

_____
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Not Applicable

_____   _____
Signature of DAIT Lead or Technical Assistance Provider Lead   Date
(if applicable)
Not Applicable

_____
Print Name of Title III English Learner Coordinator/Director
(if applicable)

Not Applicable

_____   _____
Signature of Title III English Learner Coordinator/Director   Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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., DAIT or other technical assistance provider.

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

Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness						
		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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

Community and Family-based Programs

Intended program outcomes and target setting. See research for proven effectiveness

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

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

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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

Program	Grade/Target						Category
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B